

# THE ACADEMY

SEPTEMBER 15, 1906

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# EDUCATION SUPPLEMENT

SEPTEMBER 15, 1906

## SPELLING REFORM AS IT AFFECTS ELEMENTARY SCHOOLS

By DR. MACNAMARA, M.P.

It is significant of much that though the most conservative class in the community and acutely conscious of the thousand difficulties in the way, teachers as a body are cordially with the Spelling Reformers. And why? They, above all other persons interested, know the misery and travail involved in the attempt to teach the bewildering collocation of contradictions and conundrums mis-called our system of spelling. There is that classic pitfall "i before e except after c"; and there is *skein*, *seize*, *heir*, *deign*, and *feign*. Imagine the mental condition of the pupil who has got thus far. Rational instincts and an accurate attitude of mind are killed at the outset. Then—not to multiply instances—there is the sound value of the letter-combination *gh*. The unhappy pupil is taught that *r-o-u-g-h* is *ruff*; he applies the spelling to *stuff* or *muff* or *cuff* and—there is trouble. He is taught *l-a-u-g-h* is *laugh*; he tries on the same letter-combination for *staff*, *calf*, *chaff* and *half* and is full of perplexity, if not indeed of pain, as a sequel.

I need not pursue the matter. But I will add to my comment on the waste of precious time and the hopeless irritation of spirit caused by English spelling the fact that to all this we add the monstrosities of our System of Weights and Measures. Deliberately I say that these alone are responsible for the waste of more than a good year of the average child's school life. Look at the matter for a moment. The child is taught that sixteen drams make an ounce and sixteen ounces a pound. Then they go on to insist that twenty pennyweights make an ounce and twelve ounces make a pound. And then finally, to break his simple faith in everything, they assure him that eight drams make an ounce and twelve ounces a pound. It is all very well to add the proviso that one of the aforesaid pounds is a pound "avoirdupois," another a pound "troy," and the third a pound "apothecaries". I wish we could really get to know what the hapless scholar really thinks of it all. It is because of all this and a good deal more that the teachers—knowing as they do full well the new labours for them which change involves—are not only Spelling Reformers but ardent advocates of a Decimal System of Weights and Measures and Coinage.

Very well. The question is, what is to be done? Of course you can simplify spelling, as we have been slowly and tediously doing for generations and as the Americans have been doing much more rapidly during the last twenty or thirty years. You can give up spelling music *m-u-s-i-c*, public *p-u-b-l-i-c*, governor *g-o-u-r-v-e-n-o-r*, lion *l-y-o-n*, his *h-y-s*, and clothes *c-l-o-a-t-h-e-s*. You can write catalog, program, pedagog, tho, thru, thoroly, altho, labor, honor, candor, demagog, domicil, esthetic, goodby, licorice, odor, omelet, phenix—as the Americans have been doing long before Mr. Carnegie's thousands, Professor Brander Matthews's and President Roosevelt's 300 words. But you cannot get much further. And why? Because your alphabet is hopelessly faulty. You have six-and-twenty symbols. Three—*c*, *q*, and *x*—may be struck out as being redundant. Therefore you are left with twenty-three symbols to represent roughly about twice as many everyday human articulations. What is the consequence? Some of these twenty-three effective symbols have to do duty for more than one sound-value. Take the vowel *a*. This one little letter does duty for any number of different sound-values. It has one sound-value in *fat*, another in

*father*, a third in *fate*, a fourth in *fall*, a fifth in *senate*, and so on.

So with the other vowels. So again with letters here pronounced hard, there pronounced soft.

Then again in many words letters are stuck in for no obvious purpose whatever. Take the silent letters in *heir*, *lamb*, *doubt*, and so on.

Again, there is the curious and bewildering circumstance that many words are pronounced alike but spelt differently. I may instance *ale* and *ail*; *air*, *ere*, *e'er*, *heir*, and *Ayr*; *aisle*, *isle*, and *i'll*; *all* and *awl*; *assent* and *ascent*; *aught* and *ought*; *aunt* and *ant*.

Finally—not to do more than touch the fringe of a most amazing study—there is the even more mentally paralysing fact that a number of words are spelt alike but pronounced differently. For instance :

minute	is pronounced <i>minit</i> and <i>mi-nüt</i> .
proceeds	" <i>prō-sēdz</i> and <i>prō-sēdz</i> .
rebel	" <i>rē-bēl</i> and <i>rē-bēl</i> .
wind	" <i>wind</i> and <i>wind</i> .
contract	" <i>kōn-trakt</i> and <i>kōn-trakt</i>
desert	" <i>dē-zērt</i> and <i>dēz-ert</i> .
live	" <i>liv</i> and <i>liv</i> .
project	" <i>prōj-ekt</i> and <i>prō-jěkt</i> .
house	" <i>hous</i> and <i>hous</i> .
close	" <i>klōz</i> and <i>klōz</i> .
produce	" <i>prō-duce</i> and <i>prōd-uce</i> .

Now it is patent that no amount of mere simplification along the Roosevelt lines can come anywhere near the root of the matter. That can only be tackled by the setting up of an entirely new alphabet, the foundation of which shall be one symbol and one symbol only for every articulate sound—in a word, a brand new and purely phonetic alphabet. That has been in vogue for years with the more advanced of the reformers; but it is clear that the day of its general adoption is a very long way off indeed. All we can do just now is to follow slowly and patiently the line of simplification marked out by the Brander Matthews Board, taking care, of course, not to obliterate the authentic pedigree of any word in our painfully slow step towards simplicity. And, as has been most properly pointed out several times already since the issue of the now famous Roosevelt edict, it is imperative that any Simplification Board that is going to carry weight with the Anglo-Saxon speaking people all the world over must be representative of those people north, south, east and west. It will never do for a purely American Board to try to set the pace. If this is attempted, the very conservative Anglo-Saxon people of the Western Hemisphere will get "huffy"—to put the matter colloquially—and the result will simply be a Yankee-ised form of English spelling for use in America only. This will be a pity. You cannot apply the Monroe Doctrine in this case. Therefore all I can suggest is the creation of a Simplified Spelling Board constituted of philologists representative of all parts of the Anglo-Saxon spelling community. Such a Board might advance the cause of simplification enormously; and some day, several centuries ahead, might even tackle the matter at its root. Who knows?

By J. H. YOXALL, M.P.

I CONFESS myself an anarchist in the matter of spelling. I would have no conventional rules or penal laws about it at all. I would let everybody spell as they pleased, sure that the most would spell well. But if

there is to be a recognised standard I would keep the English Dictionary unchanged, except by gradual and natural modification. A language is a tree.

I think it a mistake to suppose that what is now being called Spelling Reform matters greatly to the elementary schools. To many of the children—perhaps in more or less degree to most—reading and writing do come by nature, as Dogberry said: and in learning to read and write they learn to spell. To most of the other children the toil and exercise of amending their spelling habit is a useful discipline; we must not remove every pebble from the path, nor leave the learner nothing limy in his diet to build up his mental teeth on. Remain the incorrigible dunces at spelling, who never learn—not even in the prolonged school-days of adult life—to spell according to the dictionary; the case for change, as it affects the elementary schools, depends on whether or not a simplified and regularised dictionary-spelling would make the matter easier for these. I am afraid I cannot think that it would.

My own proposal is that the "dunces" should be permitted in after life to spell as they please and be unorthodox in that without shame. Orthodox spelling at present is considered a proof of education, just as sounding the aspirate is made a social test. I would rather the minority should be free to spell as best they can than the dictionary be transmogrified to convenience them. I would keep the old standard for the many and relax it for the few. If what I think to be the comparative few be really the comparative many—a question for experience and opinion—spelling reform on natural lines would come about of itself.

So far as legibility is concerned, ways of spelling matter very little. In certain examinations papers are set in which long screeds of most erratic spelling are introduced expressly, to be corrected by the pupils. Cast the eye over one of these papers and you will find that you can read the stuff just as easily as if it were conventional good English. If everybody spelled as they pleased we should still be able to understand each other's books, articles and letters. By a perverse fatality, if there be a boy in an elementary school who is constitutionally unable to spell, he usually becomes apprentice to a sign-writer or a printer. When he paints a sign-board he will letter on it the word "buisness." That is no less and no more legible than "business." Neither would "biznis" be.

Under go-as-you-please rules most people would continue to spell according to the orthodox traditions; certainly those of us would who have an eye that winces at Josh-Billingsgate. One result of the American copyright laws is to bring into this country stereoplates for books spelt in American. Such of the new spellings thus introduced as justify themselves to general opinion will come to be adopted here, and, I think, no other. Let the English dictionary modify as the language does, by survival of the fittest. But in the meantime the preachers of spelling reform must not overdo the argument from the schools.

Does a child learn to spell as a separate act from learning to read? I think he usually learns reading and spelling together, and mainly by the remembered look of the words with which his eye becomes familiar. In this matter memory is optical. A child does not reason about spelling. Logical forms are no easier for him to remember and reproduce than are the exceptions which reformers condemn; indeed, they are perhaps less so. I am not at all sure that either logical spelling or phonetical spelling would give ease to the work in schools. A sophistry lies in the argument for phonetical spelling, unless my proposal for legalised anarchy in the matter is allowed. For there would have to be, I suppose, a standard and recognised phonetic form for each word? Based on whose pronunciation? On whose accent and inflection? The accent of Oxford or of Stratford-atte-Bow?

The standard and recognised phoneticisms would have to be taught by the teachers and studied by the scholars, just as the present standards are in the elementary schools.

We should have exchanged a famous, historical and literature-sanctioned dictionary for a brand-new one, little easier—that would be all. For, if wholly left to the ear, spelling would vary much more and be less often correct than now. A "dunce" in this matter in an East London school, told to write "coffee" and "lady" according to the sound of the words, would be likely to write "korley" and "lydy." It would take as long to get him to write "koffie" and "layde" (if those be the proper phonetical forms) as it does to get him to write "coffee" and "lady" now. "Cow, plough, rough, through," are absurd enough, no doubt; but what would be the phonetical spelling of "bound down town" in South Yorkshire? "Baan' daan taan" is what Hallamshire children would write. And again—the correct phonetical spelling of "vase"? *Vays*, *vahs*, and *vaws* would be variously written for it, by educated people: for you hear educated people pronounce the word with those three variations in the vowel.

Enthusiasts for spelling reform assert that a year of a child's school-life could be economised for other studies by it. I very much doubt the computation. I think it a mere guess, and a bad one. I know very well that practice in spelling—the dictation lesson, the "word-building" lesson—takes up a good deal of time in school. But the arithmetical lessons take up much more. A careful calculation has shown that if we could decimalise our money, weights and measures, we *might* use a year of a child's life for him in teaching him other subjects, during hours now spent on the intricacies of arithmetic which arise from anachronistic notation. In this respect spelling is the gnat and arithmetical notation the camel. The elementary schools and school-time generally would be vastly benefited by an arithmetical change: a spelling change is much less important to scholars and teachers. I remember Sir William Harcourt, when Chancellor of the Exchequer, telling a deputation that no nation had ever adopted a Decimal system except during or soon after a Revolution. I should like to see an arithmetical revolution precede the one which spelling reformers advocate.

But all this is not to say that we might not do something of what the French Academy has done for French grammar and spelling—proceed to prune the most redundant and abandon the most practically archaic. It would be good for the schools to remove the distinction between "blessed" and "blest," and their congeners, for example. Where there are two dictionary forms for the same word, as with "edile" and "ædile," the simpler might be kept and the other discarded. "Fantasy" instead of "phantasy" is justified by "fantastic." And so on.

But adz, armor, ax, blusht, claspt, cutlas, decalog, dike, and so on, are no easier for a child's eye to recognise and remember than are adze, armour, axe, blushed, clasped, cutlass, decalogue, dyke, and so on. And where the argument from utility is a weak one, the argument from literature and language-history must remain strong. Many pieces of classical English literature have been printed in phonography for years, but the fertilising flood of cheap reprints in recognised English still flows on; longhand lasts, though shorthand is the better. Convinced that the utilitarian gain to the elementary schools would be small, I dread the literary, lingual, and disciplinary loss to them which anything wholesale in the way of spelling reform would cause. Because we *might* very well write "blessed" *blest*, there is no reason to go on to write "blushed" *blusht*. To gain a letter the less may mean to lose an idea, a picture, an association, a rich past.

Perhaps the chief fault of the elementary school lies in coldness towards literature; though it is the ex-elementary scholars who purchase the millions of shilling and six-penny reprints of famous books which are sold every year. I should be jealous of any change in word-form which would uglify literature to the cultivated eye. More cultivation, not more simplification, is perhaps the true aim. And as I am not convinced that simplification is so

necessary for the elementary schools, or would be so helpful, as the advocates of great change suppose, I cannot but feel lukewarm (to say the least of it) towards their pleas for spelling reform.

Let "dunces" spell as they please, let advertisements be written in the shortest and boldest orthography, let the language of the United States modify as it will; but here let us keep, so long as we can, for the Council school as well as for Harrow and Christ Church, a "well of English undefiled."

### CO-EDUCATION (IN PRACTICE)

By JOHN RUSSELL

I HAVE been a believer in co-education ever since I have been a true believer in education, and no argument or fact that I have ever heard has shaken my view that general and efficient co-education will some day be found to be the most powerful preventive of the grave social evils that have their roots in the misunderstanding and misuse of men by women, and especially of women by men.

But it is only during the last five years that I have had personal experience of a mixed school, and even that experience has been practically confined to the ages of seven to fourteen.

In spite, however, of my limited experience, I feel that I can best serve the Editor's purpose by contributing not theories but facts—the facts revealed by that experience, or rather the facts as my colleagues and I have seen them.

Our school is a day-school for children of what it is customary to call the "upper middle class." It is small, seldom numbering more than fifty. Boys and girls are about equally divided, but—for reasons I need not stop to state, though I may stop to deplore them—there has always been a preponderance of girls in the top-class (average age fourteen to sixteen) and in consequence an undue and unfortunate preponderance of girl-prefects. We are a mixed staff of men and women, and our co-education is about as complete as we can make it, everything except lavatories being in common. In other words, in the organisation of all school-activities sex is entirely disregarded, though in the general treatment of individuals, it is of course allowed its full personal value.

Under these not unfavourable conditions, I have observed many things, to the most significant of which I shall now refer.

My first general observation is this: that the fusion in the minds of the staff of the boy and girl into the child has been so complete, that except of deliberate purpose we never differentiate between the sexes but only between individuals. I do not mean that sex is not felt to be at the bottom of individuality; I only mean that in our every-day feeling, thinking and acting this fact does not persistently obtrude itself.

And even when I do of set purpose differentiate, I can only arrive at the following lame generalisations: That (as every schoolboy knows) the general behaviour of girls is better than that of boys—by which I mean that girls have more personal self-respect, more innate sense of orderliness, more regard for constituted authority, more consideration for the feelings of others, more power of steady application, and, though by no means tongue-tied, more tongue-control.

I have found that boys, on the other hand, have much more initiative, much more inventiveness. We have new play-ground activities every term, new societies (secret and other) every term, new illustrated magazines nearly every term. Most of these things have a glorious hour and cease to be, but they are nearly all the work of boys. The conspicuous exception was a "Society for the Prevention of Cruelty to Teachers" founded by a girl with a future.

And boys certainly have more natural aptitude for games, and age for age, would always beat girls at cricket, and, I think, at hockey.

Except in these respects, I do not find it easy to distinguish between them. In the class-room, age for age, they

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work with apparently equal zest (or its opposite), and with apparently equal success (or its opposite). And so in all the other school-activities, including workshop, gymnastics and gardening. Many and great differences of course there are, but they seem to result from the ordinary differences of personal equipment, rather than from the special differences of sex.

In my short experience of co-education then, I have seen quite clearly at least this: that boys and girls can work and play together in a spirit of perfect good comradeship, with no more cliqueism than in a boys' or a girls' school, and that they can do this to their great mutual benefit. The benefits we have especially observed are that sentimentality and timorousness and other lackadaisical girlish qualities tend to wither away in the robust physical atmosphere created by the boys, and that rough rude boyish manners, including the use of ugly language, are considerably softened by the refining influence of girls. I do not of course hear one-hundredth part of what my boys say, but I keep untiring watch and have never heard or suspected a foul word. Can any master of any boys' school say the same?

Of conscious—or even unconscious—emulation between boys and girls we have seen very little. And of growth in mutual understanding and respect—supreme objective of co-education—we can hardly in the nature of things see many visible signs while they remain boys and girls. But it is something that we have seen scarcely a trace of the old-fashioned boyish contempt for a girl, and still less of the old-fashioned girlish airs with a boy.

That, in a very rough and ready calculation, is the credit of the account. Is there anything on the other side? There is, and if this paper is to be an honest paper, that other side must be put.

The first item is not serious, but it is well that it should be stated. A few boys have resented the girls, a few girls the boys. The chief reasons for this, I think, have been on the one hand the tradition of girl-inferiority, and on the other the tradition of boy-roughness, both most unfortunately fostered at home by elder brothers and sisters. As co-education becomes more and more general, those traditions will become more and more impotent.

The second item is more serious and touches at last what many opponents of co-education regard as the root of the matter. I can imagine such an opponent asking me this question: Have you ever in your school seen any cases of conscious, or unconscious, sex-attraction? If so, did they lead to mischief? And if so, does not co-education stand self-condemned?

I will answer those questions, first by saying that I have seen such cases, then by briefly characterising them, and then by saying why I do not think that co-education thereby stands self-condemned.

Of unconscious sex-atraction I have seen in all four cases: two in boys of seven and eight whose behaviour (even though in one case the attraction was signed with a kiss) was as natural and beautiful as that of the child-lovers in Whittier's familiar poem; and two in boys of eleven, both of perfectly good character, in whom there was evident at one time a distinct special pleasure in the companionship and contact of elder girls.

Of cases of conscious attraction I have known only two:

The first was a case among the elder children of a special boy and girl friendship, so restrained as to have been almost unnoticed, yet so true as to have influenced them both profoundly—and, I must add, so right as to make me ashamed to seem to be suggesting that it was wrong.

The second was very different, and is the one case that has given me anxiety.

Two little boys of eight, both of whom I afterwards found had similarly offended before coming to us, tried upon one occasion to induce two other little boys and one

little girl to join them in a game—as they called it—which, though not of a really grave nature, depended for its point upon sex-attributes. That the attempt met with no success does not lessen its significance.

That is the sum of the cases that have come to my notice in five years. We are as vigilant as we know how to be, but I cannot prove—or even assert—that nothing else of the sort has ever taken place. And even if I now found out that it had, I could not admit that co-education stood condemned—only that I did, as its guardian.

For I should hold that every boys' school and not a few girls' schools—if the truth were known—would show a far more serious record, and I should hold further that the poison—if poison it may be called—would work more immediate and more ultimate mischief among children of one sex, partly because the need for vigilance in this matter would not generally be so strongly felt, and partly because, whatever influence boys may exercise upon girls, there can be no doubt whatever that girls exercise an immense restraining influence upon boys, no less than women upon men.

I would further emphasise the fact that my only case of real trouble occurred among children under ten—the age up to which there is almost a unanimity of opinion in favour of co-education.

To my mind the real sex-danger in all schools—and I do not deny that it exists—is greatest before twelve. If pernicious habits—even of thought—are formed then, the whole life will bear the mark. Afterwards when the passions are stronger, the antidotes are stronger too. Among those antidotes three things, in my opinion, share the chief place: the frank, fearless teaching by parents of the mystery of fatherhood and motherhood; the provision of school-occupations calculated to promote a happy, healthy activity of body and mind; and the establishment, under the most carefully chosen mixed staff, of schools in all grades of genuine co-education.

#### IS ATHLETICISM OVERDONE AT PUBLIC SCHOOLS?

By NORMAN GALE

THE question that is printed at the head of this article is one that has divided parents into two camps, though assuredly it should not have brought about so marked an effect, especially at a time when it is a commonplace for most of us to talk with an air of wisdom about the many advantages to be gained by feeding ourselves at every possible chance upon fresh air. Many parents seem to think that a Public School is nothing if it is not a machine for polishing the brains of the young; and that when it is unengaged in this work it is idle, not because managers feel it their duty to see that fair play is done to the muscle as well as to the mind, but because the machinery would suffer were it to be run for more hours at a time than at present it is allowed to run. Surely it would be better to look upon a Public School as an institution nicely arranged for the two purposes of educating the sense and the sinew. For my part, were I a parent, I should be properly anxious, of course, about my boy's progress in subjects likely to help him at the earning stage of his life. I should, holiday after holiday, bundle him into my scales to see whether he was putting on mental flesh, so to speak; and, within fair limits, I should judge his teachers by the verdict of the scales. But even if the result should prove favourable to his masters, there would still be matters of importance to be tested between them and me. Suppose I found my boy to be admirably equipped in respect of *ut* with the conjunctive; to have a large Latin or Greek vocabulary stored in his head; to possess an almost Ciceronian knack of Latin prose. Well, all this would be much, but it would not be all for which I should look with keen anxiety; for I should soon be at his chest with a tape measure. Moreover, I should want

to see the lad with shoulders in fine trim; with his head carried as if it were a thing of price, not a sloven's overburden; and with a manner of walking that should not be an insult to the road. If I found him to disappoint me in all these particulars, I should feel it my right to consider the authorities at his school somewhat to blame, because, in my opinion, no Public School is in keeping with the true spirit of education unless it works by the golden rule that the average boy is to be shaped not only in the class-room, but also in the playing-fields. When he is growing fast, it is best to look upon a boy as half-mind, half-muscle, and to teach these halves with judicious care. There is, unfortunately, a tendency among parents, and even, though in a smaller measure, among schoolmasters, to forget that the life of the class-room is nourished by the stores of sunshine and fresh air that have soaked into the boys while playing at their various games. A paragraph of Livy is sweetened for the scholar by the recollection that yesterday he got fifty runs in a House match; Virgil's web is unwound by him the more easily for no weightier reason than the remembrance that not many hours before the lesson he had brought down a flying three-quarter back when he was within a couple of yards of scoring a try. Few masters stop to think how greatly their work is lightened for them by the play that has preceded the hours to be spent at the desk and the blackboard. The spirits of play and work are closer companions than it is usual for many of us to remember.

After what has been said it will not come as a surprise to my readers to learn that, in my opinion, athleticism, in the general sense, is far from being overdone at Public Schools. I will go still further, and say that athleticism (this time the word is to carry the meaning of sport finely managed) does not receive the right amount of right attention. In the summer term a boy at Rugby School, if he is a performer of average merit, plays cricket for about twelve hours a week. Can it be seriously pretended that a growing lad ought to have fewer hours than these as relaxations from work, as benefits for muscles and lungs, and as chances for aiming at the honour of getting into the School Eleven? Cricket is a teacher on the honorary staff; but if it could receive a salary, how large that salary ought to be in return for its delightful mingling of health and eagerness, friendship and discipline, logic and adventure! Whether the official game of a term be cricket or football or running, I do not think it can be said by the thoughtful and fair-minded that a boy is pampered by the amount of vigorous exercise he is allowed to have at a Public School. I grant, of course, that such a system must be galling to such lads as are not to be measured by the measure used in the case of the normal English boy. But the general must be considered before the particular. Even sunshine vexes some of the creatures of the world, so we need not wonder that to a handful in every large assembly of boys the cricket ball stands for a symbol of purgatory. If parents want their sons to be all head and no chest, let them not cease to grumble till they have persuaded Head Masters to filch what has always been the cub's birthright—a season for frolic—from the youngsters in their charge. What I noticed in the days when I was a schoolmaster has led me to be more in favour of extending the playtime than of shortening it, because I am certain that play is to work what the bead is to the wine. The playing fields march, so to speak, into the classroom with the boys. I shall always believe that cricket and football are partial solvents of dead languages. Of two boys with equal powers of brain and equal times for study, the one a joyful athlete, the other nothing more notable than a collector of stamps or postcards, the lad in the sunshine, with his chances to learn a discipline while adding to his chest measurement, will keep in front of the picture-postcard boy in the race of life.

In an article so short as this it is not possible for me to say all I should like to say in defence of those who have allotted a generous amount of time for the pursuit of games at our Public Schools. I wish to be emphatic

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in counselling parents to be less anxious about the hours given up to play and more anxious about the manner in which the various games are organised. The wish to move in this respect will come to them as soon as they have made up their minds to value at its proper worth a system of athletics that, so far from being only an arrangement to relieve the masters and to keep the boys out of the tuckshops, is in reality a noble part of education. Parents might do worse than ask many of our Headmasters how it is that running (the official sport of the Easter term) should be treated not less unkindly than Cinderella was treated by her sisters. There is the cricket "Blue"; there is the football "Blue": but where is the running "Blue"? Parents might ask whether it is becoming that hundreds of boys should go lurching flat-footed over the landscape, untaught how to manage each and every part of the body, and burlesquing at large in English counties the sport that flourished so handsomely when Greece was Greece indeed. They will be better occupied in asking a question such as this than in grumbling because their sons play cricket or football twelve hours a week. Good health is a base of success; and it is on a few acres of level turf that boys should as often as possible be allowed insensibly to fill themselves with the treasure of good health. Wherever else athleticism may be overdone, I am convinced that it is not at our Public Schools. Hands off the cub's birthright, if you please!

#### THE FOOD AND SLEEP OF SCHOOL CHILDREN

By EUSTACE MILES

"THE first shall be last" is a saying especially true of domestic and national necessities. The first, the most important problems, are the last to be dealt with. The best foods, the best exercises, the best subjects for children, the best ways of teaching them—such matters are being discussed now, in the twentieth century, after millions of children have been at once over-fed and starved and poisoned, and otherwise injured physically, intellectually, and morally.

While it has been usual to teach children to obey implicitly, to kill their precious instincts, to memorise thousands of fruitless things; scarcely any effort has been made to teach children how to eat and how to rest.

The "food" of a child—what should it be? Appropriate edibles, eaten rightly at the right times; appropriate drinkables, drunk rightly at the right times; good air; healthy thoughts and conversation. All these things feed a child: they enter into it and build it.

But in this article I must confine myself to foods in the ordinary sense of the word, after a few remarks on a very essential point.

Just as it is not enough to give the child information: the child must also assimilate the information, and therefore must have the right conditions for assimilation; so it is not enough to give the child food: the child must also assimilate the food, and therefore must have the right conditions for assimilation.

One of these conditions is sleep. Sleep gives the active body a chance of resting with its limbs and allowing its organs to make up its arrears.

Sleep is necessary for normal digestion and assimilation of the very best foods. It is equally or more necessary when the very best foods have not been taken: it is necessary in order that the bad effects may be got rid of by extra work on the part of the scavengers of the body. In fact, I would lay it down as a law that, the worse the child's food, the greater the child's need of sleep.

As to the number of hours needed by the child, it is ridiculous to lay down a law at all. I do not doubt that, if a child were sensibly fed and trained and dressed and so forth, quite a few hours would not be too little. For sleep—like work—must be reckoned not by hours but by intensity. Nearly every one reckons work and sleep by the number of hours—a silly calculation. Work and sleep

should be judged not by their size (as soldiers and platefuls of foods and fortunes generally are), but by their merits—their results.

As an example, a Hindu runner who knows how to feed, and how to relax the muscles and nerves of his body, can get more repose in a few minutes than a badly fed and tense European can in as many hours.

But, as children are fed and trained at present, they need so much time to finish their digestion and assimilation and their internal remedial work, during sleep, that perhaps ten or even twelve hours would be a fair allowance for many of them.

As to the food, I have not words in which to condemn the carelessness and callousness of those who have hitherto allowed children to be—as I said above—at once overfed and starved and poisoned. The responsibility cannot be placed with the children. Every reader can decide easily where it can and must be placed. And an impartial-minded posterity will lay to the charge of the managers the crime of murder. For there is successful experience to be had at a low price; the mistakes are definite and by no means inevitable. I will prove this by one example.

We know the rate of infant mortality. It is not lowest in the slums of a large city when the hot weather turns food bad so quickly that unscrupulous tradesmen adulterate it with preservatives. Well, in New York, not many years ago, hundreds of children of various ages, taken from the tenements, were for many months fed in a certain way, involving no great expense for the raw materials; during these months there was not a single death among them. The experiment was conducted under impartial supervision. The secret of its success was that the feeding was scientific.

How many English parents and schoolmasters and mistresses have profited by the statistics? I suppose about one in a thousand—perhaps less than one!

Parents and schoolmasters and mistresses who read this will naturally ask for positive advice. I cannot cram into a small space what requires a long book. But I will give an instance of a principle almost universally neglected.

It will not come as a new idea to most people that it is especially the starchy foods that need to be well masticated, so that first of all these foods may be broken up, and then they may be mixed with the digesting saliva which is aroused by the act of mastication.

But apply the general rule in an obvious direction. Consider porridges and wet puddings. How do children eat them? They seldom eat them; they usually swill them down, unmasticated; they almost drink them.

Some digestions are abnormally strong. But the average digestion of a child is upset by the heavy weight of starchy and sugary food, which soon begins to ferment. Perhaps the child looks "fat," but the cause of this is not healthy flesh: it is puffy matter.

Of course some children are taught to masticate even wet starchy foods well. But these are exceptions. As a rule the boy or girl does as the elders do—gobbles.

How can this be prevented?

Easily enough, if starchy food be served dry. As an extreme case, think of the cracknel biscuit. You cannot drink it. You must masticate it; you must break it up and mix it with saliva. You are forced to be physically virtuous.

So, instead of what Dr. Harry Campbell calls the "pappy" foods, that so often ruin the teeth and the digestion, there should, as a rule, be given the dry and crisp starchy foods, such as very thin toast, rusks, and crusts of bread. This class of foods trains the child to masticate, so that, later on, the child will very likely masticate even the wet starchy foods.

And why should not the child be told some of the reasons of things? There is no need to mention diseases. It is enough to point out what is normal and healthy, and the way to this state.

As it is, however, most parents and masters and mistresses come to the most vitally important national

work—the training of healthy children, the making of the next generation—utterly ignorant, and, as is the way of elders, as unwilling to receive new truths as they are ignorant.

The knowledge that they need is simple and accessible and cheap. Until they seek and master this knowledge, and put it into practice, I am reluctantly compelled to submit that they are among the most unpatriotic of living animals, and that, from the point of view of personal morality, they are breakers of the Sixth Commandment.

## SCHOOL BOOKS

### GREEK AND LATIN

MR. MURRAY has issued a new edition of Sir William Smith's *Initia Graeca* (Part I. 3s. 6d.), a book which needs no recommendation. The revision contains little new matter and the exercises are practically unaltered, but the Accidence has been simplified by cutting out unnecessary forms, and few corrections have been made. To the Rules of Syntax introduced at the last revision a few practical additions have been made; and student and master are provided with a singularly complete, lucid and accurate guide to the grammar and syntax of the best Attic Greek.

Such a work as Dr. Florian Weigel's abbreviated edition of the famous Curtius and von Hartel *Griechische Schulgrammatik* (Vienna, Tempsky : Leipzig, Freytag), comes rather outside the province of this supplement, as it is unlikely to be used in English schools. But those who know the sterling merits of the original which Dr. Weigel has compressed for common use will be glad to know of the existence of the book, which appears to us to be admirably edited. Mr. Tempsky sends us also the twentieth edition of Karl Schenkl's *Griechisches Elementarbuch*, a supplement to the twenty-fifth edition of Curtius and von Hartel, edited by Heinrich Schenkl and Florian Weigel (2k. 85h.); and both the firms of publishers named join in the second, enlarged and improved edition of Christian Harder's *Angewählte Abschnitte* from Thucydides for the use of schools, of which volume ii., containing the commentary, is before us (M 1).

From the Cambridge University Press we have received an edition of *Herodotus IV.*, *Melpomene*, by Dr. E. S. Shuckburgh (4s.), a new volume in the Pitt Press Series. In this book Dr. Shuckburgh has followed the plan he adopted in the previous books of Herodotus he published some fifteen years ago. First comes the introduction which deals historically, geographically, ethnographically with the subject of the book. Then come the notes on the text; then the text; then the notes, grammatical, exegetical, etc., and finally the geographical Index, which is a mine of information. Book IV. we have never thought an especially interesting book, but its treatment by Dr. Shuckburgh's wide learning, old and new, gives it a charm of its own, and he is careful to bring Herodotus into touch with modern knowledge of the Scythians and of Libya.

Of the text of *Bacchylides*, edited by Sir Richard Jebb (1s. 6d.), we need say no more, the subject having been fully treated by Professor Tyrrell in an earlier number of the ACADEMY. Dr. Shuckburgh's edition of the *Philoctetes*, with a commentary abridged from that of Jebb (4s.), is more distinctively a school-book. In it he follows the scheme of his previous *Antigone* and *Oedipus Coloneus*. We have first the introduction, which compares (with the help of Dion Chrysostom) the *Philoctetes* of the three great dramatists, analyses that of Sophocles, and touches on the legend in art and many other pertinent topics; then comes the list of the manuscripts and editions, and the metrical analysis; then Jebb's notes, shortened by about one-third, occupy more than a hundred and sixty pages, and two Indices end the book. It is good that Sir Richard Jebb's monumental labours should be put within reach of schoolboys by so sound a scholar as Dr. Shuckburgh.

We have two other Greek plays before us, Mr. Gilbert Norwood's *Andromache* (Murray, 2s. 6d.) and Mr. Harold Williamson's *Medea* (Blackie's Illustrated Greek Series, edited by Professor Tyrrell, 2s.). Mr. Norwood's book is intended for the higher forms in schools and of younger students at the Universities, and he aids them by being careful not to refer to anything outside the play itself without translating or quoting the passage intended. His commentary aims at making the play a living thing, and the introduction is full, sound and interesting. Notes, Appendix on the particles and Vocabulary. Mr. Williamson also gives an Appendix on the particles in his play and

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other main features of the same kind as Mr. Norwood. Both books are intended for about the same class of students.

The *Scriptorum Classicorum Bibliotheca Oxoniensis* text of *Longinus* (2s. 6d.), with extracts from Cassius Longinus, is edited by Mr. A. O. Prickard, who gives *variae lectio[n]es* in footnotes, and a textual introduction. Other publications of the same Press are Plutarch's *Life of Coriolanus* (2s.); text with a short introduction and good, solid notes; selections from Plutarch's *Life of Caesar* (2s.), by R. L. A. du Pontet, of Winchester, who has put the work together for the use of middle forms as the result of the stimulating effect which he found it had on backward and intelligent boys alike, and has added a few brief notes; and a second volume (2s.) of Mr. E. C. Marchant's *Greek Reader*, selected and adapted with English notes from Professor von Wilamowitz-Moellendorf's "Griechisches Lesebuch." This book does not confine itself to pure Attic Greek, but embraces later writers; but those who know the masterly original on which Mr. Marchant has drawn will know that there is no cause for alarm on that score. *The Greek War of Independence, 1821-1827*, by Mr. Charles D. Chambers (Swan Sonnenschein, 3s.), is a Greek text for beginners, with notes, exercises, vocabularies and maps, being an attempt to apply to Greek the principles expounded by Professor Sonnenschein in his "*Ora Maritima*" and "*Pro Patria*." The text is the work of Mr. Chambers, who admits having plagiarised largely from Thucydides, whose vocabulary he has followed as closely as possible.

It is possible that Mr. R. H. Carr's edition of North's translation of Plutarch's Lives of *Coriolanus*, *Caesar*, *Brutus* and *Antonius* (Clarendon Press, 3s. 6d.) should come under the head of English Readers, since it was with an eye on Shakespeare that the work was completed, and the Introduction and Notes are written for students of Shakespeare. The text has been modernised—an excusable, indeed a necessary, measure in a school-book. Another translation before us is Canon Kynaston's *Aleætis*, in verse (1s. net), with introduction and notes by Professor Churton Collins, which is intended not only to give school-boys and girls some closer and swifter acquaintance with the Greek spirit than their class lessons in the Greek language can do, but also to appeal to older students—of the University Extension Lectures and so forth. The introduction gives a life and critical study of Euripides besides details about the play, and the notes, if brief, are interesting. Messrs. Brown, Langham send us an "absolutely literal translation" of Xenophon's *Anabasis*, Book I., by Mr. J. H. Elstob (1s. 6d.). The book is a good "crib," but no more.

We have referred in a previous number to Mr. Arthur Sloman's admirable *Grammar of Classical Latin* for use in schools and colleges (Cambridge University, Pitt Press Series, 6s.), and have pleasure in returning to a book that will aid the simplification of its subject. Classical Latin, to Mr. Sloman, means Cicero, Caesar, Virgil, Horace and Ovid, and to these only do his statements on Syntax apply. For his Accidence he slightly enlarges the field, including Cornelius Nepos, Tacitus, Catullus, Juvenal and other writers. A most valuable part of Mr. Sloman's work consists in the pruning of other people's errors, and the whole tendency of this book is to simplify and elucidate a subject which a multitude of grammarians have helped to obscure. He divides his book into five parts, Phonology, Accidence, Syntax, Prosody and Etymology, each of which has its own section. While we have not space to dwell in detail on the merits of a very scholarly work, we may remark that it is the best grammar of its size we know, and that Mr. Sloman's innovations, while not so radical as to be disturbing, are all improvements. The book is so printed as to aid the student very much by the use of various types, and we recommend it with confidence to masters who desire thoroughness and simplicity combined. While we are on this subject we may mention also two recent publications of Mr. Tempsky of Vienna: a sixth edition, revised by Dr. Robert Kauer, of Scheindler's *Lateinische Schulgrammatik* (2 k. 60 h.), and a *Schulwörterbuch* to Sedlmayer's selected poems of Ovid compiled by Hugo Jurenka (2 k. 40 h.) now in its third revised and improved edition. This book is illustrated with fifty-two plates illustrative of the works treated.

An excellent book for boys learning to appreciate and to write Latin verse is Mr. S. E. Winbolt's little *Latin Hexameter* (Blackie, 2s.). It does not profess to teach a sense of rhythm, or to enable boys to be all Virgils; but such profit as can be gained by a scientific study of Virgil's rhythms, his phrasing, his vocabulary, his technique in general, can be admirably acquired from this volume, which is arranged for continuous study during six terms. The instructions on setting about to translate a passage into Latin verse are good, and the whole book should be valuable, especially if used as the author directs. Alternate blank leaves for the students' use.

The University Tutorial Series has been increased by a

*Matriculation Latin Construing Book* (2s.), by Messrs. A. F. Watt and B. J. Hayes. The book makes an attempt to formulate rules to guide the learner in translations from the Latin. The authors point out that the reduced time available for classics under the modernising of education makes it necessary that construing should be most systematically taught. The thirty-four sections of this book are so arranged (with copious exercises) as to lead the learner on until he has acquired a fair power of reading at sight; and the book also contains a number of passages set at the London University Matriculation Examination, and a lexicon. For its purpose it is admirably adapted. Those who are learning to translate from English into Latin will find Mr. W. Horton Spragge's *Easy Latin Prose* (Arnold, 1s. 6d.) a useful book. The hundred and two English passages are all translated from the Latin as literally as is consistent with English style. They are of progressive difficulty, and the footnotes suggest the right word in many cases. A sound book for small boys and girls is Mr. J. A. Stevens's *Junior Latin Syntax* (Blackie, 8d.).

To the *Scriptorum Classicorum Bibliotheca Oxoniensis* there has recently been added *Stati Thebais et Achilleis* (Clarendon Press, 6s.), edited with brief critical notes by Mr. H. W. Garrod, another valuable addition to a very valuable library of classical texts. The same Press have issued Mr. F. P. Long's translation of *Caesar's Civil War* (3s. 6d. net.), which has a long and interesting introduction. Caesar, again, is the material of Mr. W. J. Lowe's little book for beginners in Latin; *Tales of the Civil War* from the third book, with historical introduction, notes, maps, vocabularies and exercises (1s. 6d.). It will be sufficient to say that the plan of the book is that of Mr. Allen's "*Lives from Cornelius Nepos*" and "*Tales of the Roman Republic*" and that the work has been well done. To the second edition of Mr. W. Y. Fausset's *Cicero: Orations Caesarianæ*, with introduction and notes, Part I. Text (2s. 6d.), which the Clarendon Press has recently published, has been added an Appendix of the chief variants in the text edited by Mr. A. C. Clark (Oxford, 1900). Each of the three speeches has its separate introduction and notes, and the text is broken into the divisions of the argument by brief analytic notes.

A new volume in the Pitt Press Series is Mr. J. D. Duff's *C. Plini Caecili Secundi Epistularum Lib. VI.* (Cambridge University Press, 2s. 6d.) It is intended for young students, and has full explanatory notes with plenty of translation in them, and indications of the difference between Pliny's syntax and Cicero's. The introduction deals with Pliny's Life, and Pliny's Letters.

The success of Messrs. Watt and Hayes's *Matriculation Selections from Latin Authors* (University Tutorial Press, 2s. 6d.) is sufficiently shown by the fact that it has now reached its second edition (third impression). A very valuable feature for the purpose of this book is the introduction, which is packed with information on Roman Literature, history, government and antiquities.

We have before us two editions of Cicero's *Pro Legi Manilia*: one edited for the University Tutorial Series by Mr. A. Waugh Young and Mr. A. F. Watt (2s. 6d.), the other by Professor W. J. Woodhouse of Sydney for Blackie's Illustrated Latin Series (2s.). Both follow very much the same plan: Introduction, dealing with Cicero, Rome in the East, Mithridates, Pompey and the Pirates; text (analysed in Mr. Woodhouse's book, by paragraphs) and notes. The University Tutorial Series edition has an analysis of the speech in the introduction. Mr. Woodhouse's book has a vocabulary and is the fuller of the two, and it has the advantage also of a number of illustrations. So, too, has Messrs. Hemsley and Aston's edition in Messrs. Blackie's series of *The Second Macedonian War*, being extracts from Livy, Books 31, 32 and 33. The introduction here is very brief; the notes contain much translation and there is a full vocabulary.

To Messrs. Blackie's very useful series of Latin texts, the following additions have been made: *The Aeneid*, edited by Mr. S. E. Winbolt, each Book in a separate little volume (6d. net each) containing each the same textual, biographical and critical introduction and textual footnotes; *Caesar's De Bello Gallico*, I.-VI., edited by Dr. W. H. D. Rouse (each 6d. net), in which again the same introduction occurs in each volume; *Livy VI.* edited by E. Seymer Thomson (6d. net); and the *Ilias Latina* edited by W. H. S. Jones (6d. net) in which the introduction is briefer than is usual in this admirable little series, the cheapness of which puts good texts within the reach of all.

#### FRENCH AND GERMAN

ALREADY the English adaptation of Rossmann and Schmidt's *French by the Direct Method* (Jack's Language Series) has reached its second edition, a proof of the instant popularity of

this improved method of teaching French. The system is too well known now to need more than a word of description. It begins by teaching the simple names of things, always employing at the same time either gesture or picture to bring them home to the student: oral exercises before writing begins: no translation from French into English: grammar—and that as little as possible—only when the pupil knows enough of the foreign tongue to be able to piece the rules together bit by bit. Actuality, in fact, is the keynote of the method, which is surely destined to supersede those now in general use. The volumes are as follows: I. First Year's Course (1s. 6d.); Second Year's Course (1s. 8d.); Third Year's Course (2s. 6d.); Fourth Year's Course; *Livre d'Exercises* (2s.). These are all edited by Mr. Thomas Cartwright, illustrated, and provided with phonetic script, the use of which is advised but not essential. To the Fourth Year's Course also belongs the *Livre de Lecture* (2s.), which is an illustrated History of France, French Literature and Geography, and the *Grammaire Française en Français* (10d.), which has the phonetic script. The last two are prepared by Hélène Vivier.

Much on the same principle is a useful little illustrated *First Year's French on the Oval Method*, by A. H. Smith (Blackie, 1s. 6d.). Phonetic script: chansons, and glossary. Messrs. A. and C. Black also send us a phonetic book—Mr. D. L. Savory's transcription of Kirkman's *Première Année de Français*, Part I. (*Cours Élémentaire*, 6d.).

The direct method, again, is employed in Albert Thouaille's *First Steps in Colloquial French* (Blackie, 2s.), an illustrated book of sixty-three lessons with a short grammar and glossary. Mr. Gauchez Anderson's *Nouvelle Grammaire Française* for use in English schools (Methuen, 2s.) is intended for pupils who have reached a certain stage in the "reform" method, and devotes itself principally to the difference between English and French idioms. A very useful and sound book, which pays full attention to phonetics and gives diagrams of the organs of speech. The irregular verbs are much simplified by the use of phonetics; and diagrams and tables are frequent. Messrs. Siepmann and Pellissier have compiled their *Public School French Primer*, comprising reader, grammar and exercises with a chapter on French sounds and lists of words for practice in pronunciation and spelling (Macmillan, 3s. 6d.), for pupils of about thirteen taught by the reformed or the old method. It preserves some of the features which the more ardent reformers are perhaps over-anxious to abolish: e.g., translations into French, and grammar. The grammar is, however, rendered as simple as possible, and the system of "Drill," "Exercise" and "Reproduction" is thoroughly sound and should result in accuracy and clearness of thought in the pupil.

The main object of Miss F. M. S. Batchelor's *First Exercises in French Grammar* (Dent's Modern Language Series, 1s. net) is to prevent the pupil's mind being confused by too many questions at a time. Each exercise deals with one point of grammar only. And English is carefully kept out of the work.

*Arnold's Modern French Book*, Book I., edited by H. L. Hutton (1s. 6d.) is meant for pupils who have done a year's French by any method. Passages are given of increasing difficulty and to each a number of questions (in French) are appended, the pupil being intended both to ask and answer them.

*Extracts for Composition in French* for middle and senior classes, with reference to Heath's "Practical French Grammar," edited by Mr. J. E. Mansion (Harrap) is a book that the reformers will not like. Nevertheless it is a sound piece of work, passing from translations from very easy French to difficult passages of English prose.

Among the Readers we welcome heartily the new Oxford Higher French Series, edited by Leon Delbos, which is intended for upper forms and University students. The texts are as complete as possible, the notes advanced, the introductions, when written by Frenchmen, are in their native language; and the volumes are so pleasant to hold and read that they should be popular among others than students. We have before us Lamartine's *Jocelyn* (3s. net), Mme. de Staël's *De l'Allemagne* (2s. 6d. net), *Mémoires de Mme. Campan* (2s. 6d. net), and Gautier's *Trois Grotesques* (2s. net). Each volume has a portrait of its author.

To Blackie's Modern Language Series have been added (Galland's) *Histoire d'Aladdin* (1s. 6d.) with notes and vocabulary; *Un petit voyage à Paris*, by Marguerite Ninet (1s. 6d.); and *Le Livre des Jeux*, twelve French games for English children, by A. C. W. Tillyard (1s.). In Dent's Modern Language Series we have Mrs. Boyd's *Les Pèlerins de la Tamise*, or the wanderings of Pierre and Maurice in England, with notes and exercises (1s. net), and *Fables de la Fontaine*, with notes, exercises and lessons in versification by Thomas Keen (1s. 6d. net).

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The *First German Course for Science Students* by H. G. Fiedlen and F. E. Sandbach (Moring, 2s. 6d. net) is a book which will be hailed with delight by many people anxious to be able to read German scientific works. It comprises a Reader and an outline of Grammar with diagrams and a vocabulary, and it assumes no previous knowledge of German. Chemistry and physics are the sciences chiefly dealt with in the Reader, and rightly; other volumes may follow dealing with botany, engineering, etc. The printing of the book aids the study considerably.

Mr. D. L. Savory's *First German Reader* (Arnold, 1s. 6d.) includes also questions for conversation, grammatical exercises, vocabulary and sentences for re-translation. The grammatical exercises are based on the reading of each piece, and the manner of using the black board as an aid to composition is explained in the preface.

Among other modern-language educational works to which we might call attention are Graham and Oliver's very valuable Foreign Trader's Dictionary of Terms and Phrases in English German, French and Spanish, which is a vocabulary of commercial, financial and special phrases in trade and accountancy work generally for the use of British firms and commercial students (Macmillan, 3s. 6d.); Dent's *First Spanish Book*, a Spanish learning-book on the reform method by F. R. Robert (2s. net) and Messrs. Marlborough's *Italian Self-Taught* (3rd ed., 1s. 6d.) and *Turkish Self-Taught* (4th ed., 2s.).

Despite the multitude of similarly entitled works already in existence there is room for *A Grammar of the German Language* by G. H. Clarke and C. J. Murray (Cambridge University Press, 6s.), which is primarily intended for examination candidates. For such there is no escape from a certain amount of memory work; but the authors of this grammar have fully realised how much interest can be imparted to the study of their subject by appealing chiefly to the reasoning faculty aided by the imagination. In the hands of a capable teacher this grammar should facilitate recognition of the component parts of lengthy German words and sentences. In conjunction with the study of modern literature, it should do much to enable the intelligent pupil to think in German; but the authors should have indicated the sources of those "modern usages to be found in the works of the best writers" which they have substituted for the stereotyped rules of grammarians. They do not dissociate the teaching of accidence from the teaching of syntax, but deal with both simultaneously. The expediency of dividing verbs into objective and subjective is questionable; the beginner in German has probably made some headway in the grammar of other languages and learned to call these same verbs transitive and intransitive. The picturesque quality of German words is well brought out. And it is certainly an aid to the memory to have troublesome distinctions of gender associated with the romantic element in the character of the Teutonic people, and to realise that it is patriotism that makes the German willing to substitute *Fahrkarte* for the convenient *Billet*, or to say *Ein noch nicht angestellter Hochschullehrer* instead of *Privatdozent*. The inclusion of these examples of recent changes in the German language is one evidence of the care which has been exercised in bringing this handbook up to date. Another commendable feature is the clearness of the type.

*Der Backfischkasten*, edited by Gustav Hein (Arnold, 2s.), may be recommended as a means of inducing schoolgirls to take an interest in German lessons. *Backfisch* is literally a small fish for frying, colloquially a half-grown girl, while *kasten*=box. Hence *Backfischkasten*, the box to which the small fry are consigned, or the girls' boarding school. For the beginner especially, these scenes of everyday life, described in the short, idiomatic sentences of everyday speech are not only more attractive, but likely to be more permanently useful than a premature plunge into classic literature. The conversations are calculated to arouse interest, to be almost unconsciously committed to memory and thus to prove a stepping-stone to proficiency in colloquial German. The notes on the idioms are good, and the complete vocabulary is a further encouragement to the beginner, who, as a rule, does not take kindly to dictionaries. Less concern has been given to the conscientious teacher, who, in addition to the text-book, must needs purchase the novel by Feodor von Zobeltitz, from which this amusing description of boarding-school life has been extracted. For lack of a summary of the preceding events of the story, the reader is often puzzled to understand the relationship of the characters one to another. Moreover the interested reader will certainly want to know about the provisions of the codicil of a will on which the plot apparently turns. But the answer is not to be found in the text-book.

*Ripplmann's Picture Vocabulary* (Dent's Modern Language Series, 1s. 6d.) is designed as an auxiliary to more formal methods of teaching German. It consists of what may be described as a succession of ocular demonstrations of the Gouin Method. The little pictures are wonderfully interesting, but we are of opinion that they would have gained in value by being produced on a somewhat larger scale. The average child can hardly fail to be confused by the multitude of letters and lines of indication in some of these illustrations.

## MATHEMATICS

*A Junior Arithmetic* (G. Bell and Sons, 1s. 6d. without answers). *A New Shilling Arithmetic* (G. Bell and Sons). The former of these contains 204 pages, the latter 176 pages, the difference arising from the Shilling Arithmetic containing no treatment of the first four Rules. The authors of both are Messrs. Pendlebury and Robinson, whose New School Arithmetic is so highly esteemed. The books must not, however, be regarded as compendia of the larger work, but as treatises specially and skilfully put together for the use of the middle and lower forms of secondary schools, even the examples being for the most part new.

*The Teacher's Black-Board Arithmetic, Part II.* (Blackie and Son, 1s. 6d.). This is a useful manual for teaching the subject to children, and includes a number of questions in mental arithmetic.

*Westminster Arithmetic*. Loder (National Society's Depository). Standards 1 to 4 are 2d. each net. Standards 5 and 6 are 3d. each. Answers for each set, 4d. net. They are collections of examples satisfying the Code requirements.

*Westminster Test Cards*. Loder (National Society's Depository, 1s. net per packet). There are seven packets, each containing thirty-two cards and forming sixty-four sets of tests. With each packet is included two copies of the answers. This is a very convenient arrangement for class purposes, and deserves to be popular with teachers.

*Arnold's Shilling Arithmetic*. Kirkman and Little (E. Arnold). Quite up to date, dealing with approximations and contracted methods, and including a chapter on graphs, this little book contains a number of interesting examples. No answers are given, but we presume they can be obtained from the publishers.

*The Three Term Algebra* (T. C. and E. C. Jack). The book before us, price 6d., forms the fourth and concluding part of the series, starting with Evolution and ending with the Exponential Theorem and the Theory of Quadratics, the object being to supply a course of preparation for the Oxford and Cambridge Locals. The work is well done, but answers constitute the chief value of such class manuals to the practical teacher, and none are given.

*Algebraic Geometry*. W. M. Baker (G. Bell and Sons, 6s.). To meet the requirements of the average boy, one-third of this book is devoted to the straight line and circle. Most of the important properties of the Conic Sections, however, are proved either by Algebra or Geometry. The diagrams are numerous and clear, and the use of squared paper is encouraged.

*The Elements of Solid Geometry*. Davison (Cambridge University Press, 2s. 6d. net). Contains the matter of Euclid

Book XI. together with the chief properties of Polyhedra and of Spherical Triangles.

A Manual of Geometry. Eggar (Macmillan, 3s. 6d.), is an extension of the same author's *Practical Exercises in Geometry* in accordance with the Cambridge Schedule. Together with the practical instructions, proofs are indicated which pupils are expected to fill out for themselves.

Elementary Geometry. Purser (Hodges, Figgis and Co.). This little book would probably be found hard by schoolboys. Mr. Purser is Professor of Natural Philosophy at Dublin. He aims, not at furnishing a new edition of Euclid, but at "presenting his subject-matter as a coherent system of geometrical truth." A thoughtful student would no doubt find the work useful.

Geometry Theoretical and Practical. Workman and Cracknell. Part I. (University Tutorial Press). The names of the authors are a sufficient guarantee of sound and clear exposition. There is an excellent chapter also on the topic of the subject, intended to be omitted on a first reading, but which will be appreciated subsequently.

Matriculation Graphs. French and Osborn (University Tutorial Press). This is a selection and expansion of the more elementary portions of the work on *Graphs* by the same authors. It contains all that is required on this subject for the London University Matriculation.

Mr. Edward Arnold is the publisher of *A Second Geometry Book*, by J. G. Hamilton and F. Kettle (3s. 6d.), whose First Geometry Book is already widely used. The principle of this second Book is the same. "The practice of springing a demonstration upon the learner before he feels that he is in need of it is psychologically indefensible"; and how many boys have felt in need of the demonstrations of Euclid? The present authors' plan is to teach from experiment up to conclusion, through guesses, experiments, tentative demonstrations and verifications. The problems set are all practical, involving measurement, ruling, etc., and the errors necessarily attaching to all experimental work are made the means of further instruction. Ratio and proportion are approached through arithmetic, and sufficient trigonometry is given to enable a student to solve problems on heights and distance by calculation.

#### SCIENCE

Elementary Chemistry. Part II. Wilson and Hedley (Clarendon Press, 5s.). This work consists of a series of progressive lessons in Experiment and Theory. The practical instructions are very full and clear, while much pains are taken to explain the conclusions logically deducible from the experiments. It is undoubtedly a book of high educative value and contains besides some useful suggestions for dealing with large classes of boys.

Practical Exercises in Chemistry (Macmillan, 2s. 6d.). Mr. Donington, the author of this book, is senior science master of Leeds Grammar School. It is on much the same lines as the preceding with less detail, though ample for intelligent pupils.

Chemistry Lecture Notes. G. E. Welch, B.Sc. (Blackie and Son, 1s. 6d.). These brief notes are published to save time which, the author thinks, could be more profitably spent in writing essays on the different subjects. Blank pages are introduced for sketches and additional notes.

Systematic Inorganic Chemistry. Caven and Lauder (Blackie and Son, 6s. net). This is a textbook for advanced students from the standpoint of the Periodic Law. The authors are both D.Sc. of London. There is an interesting appendix on the Problem of the Origin of the Elements.

First Year's Course in Practical Physics. Sinclair (G. Bell and Sons, 1s. 6d.). Mr. Sinclair suggests that all theory should be given by the teacher, and therefore confines himself to describing experiments. Numerous exercises, however, are added after each experiment for the purpose of illustrating and enforcing the principles involved.

A First Course in Practical Botany. Scott Elliot (Blackie and Son, 3s. 6d.). This is a good book on an interesting subject. Common flowers have been selected for study, and the author claims that the practical work he describes can be carried out without much expense. A microscope is essential, but it need not cost more than three or four pounds.

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### GEOGRAPHY

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*Our Planet* (T. C. and E. C. Jack, 1s. 6d.). Belonging to the "Round the World" series, this text-book is put together on the lines of the Board of Education's "Suggestions to Teachers." There are good coloured plates of the chief animals and plants, and a chapter on map-projection and map-reading.

*A Scientific Geography*, by E. W. Heaton, Book II. (Ralph Holland and Co., 1s. 6d. net). This book deals with the British Isles. Its object is to associate facts which are supposed to be already known, and to supply the materials for drawing sketch-maps now generally required for examinations.

### HISTORY

DR. J. HOLLAND ROSE'S "A Century of Continental History, 1780-1880," has now reached its fifth edition (Stanford, 6s.), which has been revised and corrected throughout. Three chapters have been added on the chief events in the history of France, Germany and Russia, 1880-1900. Intended for the upper forms of schools, the book has by now won the high place it deserves. In *A Brief Survey of European History* (Blackie, 4s. 6d.), Mr. Arthur Hassall embraces the period from the Coronation of Charles the Great to the present day, with special attention to the causes and results of the great movements in History. The results of recent historical investigations have been embodied, so that antiquated opinions and accounts will not be found. Good maps, and an Index, with useful short lists of authorities for each chapter. A good book for higher forms in schools.

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The University Tutorial Series *History of Rome*, by Allcroft and Masom, has now reached its third edition, revised and in part rewritten by J. F. Stout. (University Tutorial Press, 3s. 6d.)

There is no need to point out the merits and qualities of the late Edmund Backhouse's *Early Church History* (Headley Bros.). It is now in its sixth edition, and the publishers are selling it

for educational purposes at the nominal price of 1s. net. Written by a Friend, from the point of view of Friends, it has distinctive qualities of its own, which have recommended it far and wide. This cheap edition contains five of the illustrations, and is strongly and handsomely produced.

### READERS

THE first of Mr. Nicklin's excellent little series of books on *Old Testament History* (for sixth form boys) is now before us (Black, 3s.). It covers the period "From the Call of Abraham to the Death of Joshua." The third book—"From the Death of Jehosaphat" was published last year, and the second has yet to appear. Mr. Nicklin's name on the title-page is a sufficient guarantee of the accuracy, justness and scholarliness which distinguish his book; indeed we know of none better adapted to the needs of fairly advanced students of Old Testament history.

From the Oxford Clarendon Press comes Kingsley's *Water-Babies* (2s. 6d.), slightly abridged and edited, with introduction, notes and illustrations, by Janet Horace-Smith and Marion L. Milford, with five full-page illustrations by Janet Robertson. The passages omitted—particularly those introducing Aunt Agitate and Cousin Cramchild and the discussions in chapter vi. over the Professor's illness—can very well be dispensed with, and the editors' work has been performed in a spirit of reverence which disarms criticism. We took up the book prepared to resent revision of any sort; we lay it down with a feeling that the youthful reader will appreciate the changes even more than do we. In many respects the book has gained by what has obviously been a labour of love.

One of the best and most thorough readers which have come into our hands for some considerable time is Mr. Walter Raymond's *School History of Somerset* (Methuen, 1s. 6d.). It is intended primarily for Somerset children, and the author has endeavoured to stimulate local interest in the county, its geography, history, legends and so on—a laudable intention which in no way prescribes its sphere of usefulness. A better short and at the same time comprehensive history of Somerset the schoolmaster will seek in vain. The illustrations are numerous and helpful.

From Messrs. Ralph, Holland, we have received the best school editions of *Macbeth* (2s.); *A Midsummer Night's Dream* (1s. 9d.), and Books I. and II. of *Paradise Lost* (2s.), we have seen so far. Mr. C. W. Crook has edited the Shakespeares; Mr. A. L. Cann the Milton. In the space at our disposal it is impossible to do more than illustrate the method adopted in one volume—*A Midsummer Night's Dream*—where Mr. Crook divides his introduction into twelve sections: Hints to the Student; The Life of Shakespeare; The Theatre before and during the Time of Shakespeare; Sources of the Play; Date of the Play; General Remarks; Story of the Play; Peculiarities of the Play; Characters in the Play; The Language of the Play; The Metre of the Play; and Figures of Speech. It is in every respect a thorough and praiseworthy piece of work.

Mr. J. C. Stobart's *The Age of Chaucer* (1s. 6d.)—the first volume of a new series, Epochs of English Literature, published by Mr. Edward Arnold—sets a high standard which we trust will be maintained by the volumes which are to follow. His selection is admirable, and he has exercised a wise restraint in modernising spelling.

Mr. Edward Arnold has done well to publish a book of *Selected Poems of Matthew Arnold* (1s. 6d.), for pupils in middle and upper forms of secondary schools. There is a good introduction by the editor, Mr. Richard Wilson, and the few necessary notes are given at the end.

Messrs. Collins's *Graphic Story Reader*, Book VI., consists of selected extracts, prose and verse, of very unequal merit. A few are good, but it is difficult to see why many were chosen. The coloured illustrations are very crude.

Another reader sent us by Messrs. Collins—Book VI. of the *Prince Edward Readers*—merits a word of praise and a word of condemnation. The selections are quite up to the average of such books, but again the illustrations offend us. That of Don Quixote and Sancho Panza differs very much from our conception of the two redoubtable heroes.

The fourth of Messrs. Blackie's *Model Readers* (1s. 4d. each) in no way falls short of its predecessors. As in the "Graphic Story Reader," there are selections in prose and verse, but they are uniformly good, and the illustrations without exception are dainty and pleasing.

A little volume on wild flowers, as unpretentious as it is useful, is welcome. Mr. Thomas Fox's *How to Find and Name Wild Flowers* (Cassell) should prove valuable not only to a certain class of "grown-ups," but also to the many thousands of children who need only some slight quickening

of interest and a little guidance to become real nature-lovers. The book is divided into two parts, of which the first is devoted to the wild flowers to be found each month from February to September, the second to arrangement: natural orders, genera and species. Within the last few years we have had many similar books, some better and many a good deal worse; and the only serious fault we have to find with Mr. Fox's work is one for which he is probably not responsible. We refer to the illustrations. They are thoroughly bad and useless; we should never have recognised groundsel (*senecio vulgaris*) from the reproduced photograph on page 17.

Messrs. Melrose send us a book which, in spite of a certain pretentiousness which is apt to jar on the reader, we can heartily recommend to the parent anxious to provide a schoolboy with thoroughly healthy reading: *The Book of the V.C.* (3s. 6d.). It is a record of the deeds of heroism for which the Victoria Cross has been bestowed from its institution in 1857 to the present day, and has been compiled from official papers and other authoritative sources by Mr. A. L. Haydon to celebrate the Jubilee of its subject. Mr. Haydon found it impossible within the prescribed limits to carry out his original intention to give an account of all V.C. exploits, but a good selection has been made.

*The Imperial Reader* (Hodder and Stoughton, 2s. 6d. net), edited by the Hon. William Pember Reeves and Mr. E. E. Speight has this to recommend it, that practically all the information contained between the covers comes from the best possible—who is often the only real—authority on each subject. The book, in the words of the sub-title, is "a descriptive account of the territories forming the British Empire," and the plan pursued has been to give extracts relating to the country under discussion from famous speeches or articles or books written by a recognised expert. The obvious disadvantage of the method is that the language used is often beyond the comprehension of the schoolboy for whom the book is intended. "Like a virgin Goddess in a primaevial world, Canada still walks in unconscious beauty among her golden woods and by the margin of her trackless streams, catching but broken glances of her radiant majesty as mirrored on their surface, and scarcely recks as yet of the glories awaiting her in the olympus of nations" will add little to the schoolboy's knowledge of Canada, and to-day the words are not true. Thirty odd years ago they were; but the book bears the date of 1906.

To the series of English School Texts, edited by Dr. Rouse and published by Messrs. Blackie at sixpence per volume, there have been added: Izaak Walton's *Compleat Angler* (abridged); Kingsley's *Water Babies* (abridged); *The Age of the Antonines* (reprinted, almost unabridged, from Gibbon's "Decline and Fall of the Roman Empire"); *Speeches on America* (Burke's Speeches on American Taxation and on Conciliation with America, the latter abridged); Macaulay's *Third Chapter* ("The State of England in 1685," without the original footnotes); the second part of Bunyan's *Pilgrim's Progress* (abridged); and Sir Thomas More's *Utopia* (Raphe Robinson's emended translation of 1556, with some omissions). A commendably brief introduction dealing with the author and his work is prefixed to each volume of an excellent little series at a very modest price.

Messrs. Macmillan's similar series—English Literature for Secondary Schools—is intended for students rather more advanced. To *The Boy's Odyssey* (1s. 6d.), by Walter Copland Perry, Mr. T. S. Peppin has written a capital introduction; other additions are: Part II. of *A Book of Golden Deeds of All Times and All Lands* (1s.), gathered and narrated by Charlotte Mary Yonge (a selection, edited by Helen H. Watson); *Select Scenes and Passages from the English Historical Plays of Shakespeare* (10d.), edited by C. H. Spence; Kingsley's *Andromeda, with the Story of Perseus Prefixed* (1s.), edited by George Yeld; *A Midsummer Night's Dream* (1s.), edited by P. T. Creswell; and *Narratives from Macaulay* (1s.): "The Trial of the Bishops"; "The Siege of Londonderry"; and "The Massacre of Glencoe." The type and printing are much above the average of school-books.

The Cambridge University Press issue a second selection of the Lambs' *Tales from Shakespeare* (1s. 6d.), edited by J. H. Fletcher: *A Midsummer Night's Dream*; *The Winter's Tale*; *Much Ado about Nothing*; *Macbeth*; *A Comedy of Errors*; and *Othello*. A short introduction and a glossary are given, and in an appendix there are one or more simple passages from each of the plays from which the selected tales are taken.

Messrs. Black publish, in their series of Sir Walter Scott Continuous Readers, a much abridged edition of *The Abbot* (1s. 6d.) with an introduction and notes by H. Corstorphine. We do not think there was any need for the book, and neither the introduction nor the collection of notes contains anything very new or illuminating.

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## A LITERARY CAUSERIE

## VERSES FOR CHILDREN

MEDITATING the other night in mine own apartment on the subject of inspiring a love of reading in little children, I tried to think how I myself acquired the habit. The set teaching of literature is a thing I have never admired. It is necessary, perhaps, that there should be a certain amount of drilling and instruction, but the effect seems to me to be vulgarising to the point of desecration. At least, it is my personal opinion, which I would not for worlds try to impose upon anybody else, that of all books the most dismal are text-books on literature. There may be some object not apparent to my mind in learning the names of authors and their works and learning the opinions that other readers have passed upon their books, but it never bore any fruit in my own case. Yet on looking back it seems to me that the happiest hours of life, and the purest and most innocent pleasures, were those derived from reading. To inculcate a taste for it, then, in children, is to bestow a very precious gift. Yet it is most difficult to say how one attained it. It was certainly not from school. As a child, I possessed a memory out of the common, and there was no reading-book which came into my hands of which I could not have repeated the whole of the prose and the verse from one cover to the other. Even at the present moment, when one does not like to say how distant school-days have become, great screeds of them are still remembered. Yet all that was purely mechanical. To this very moment the mere fact of having got those verses by rote is an obstruction to an understanding of them. There was a poem beginning :

Stay, lady, stay, for mercy's sake,  
And hear a piteous orphan's tale,  
Ah, 'tis sure my looks must pity wake,  
'Tis want that makes my cheek so pale.

The words seem to be absolutely simple to-day, and yet the very first of them was associated in my mind with an article of female attire, and the association has still lingered in my mind. There were scores of other school pieces that were got by heart with an equal lack of intelligence. It happened, however, that both my father and my mother had a natural love of poetry, and it was considered a treat to hear either of them read it. Probably the mere fact that they were not by any means eager to do so, and had to be asked and urged, enhanced the pleasure. At any rate, pieces of Wordsworth, Tennyson, Longfellow, Burns, much more difficult than the school verse, were fully understood and treasured when heard at home. One reason, as it seems to me now, was that this was regarded as amusement pure and simple. There was no attempt made either to teach or explain. If one understood it was all very well, and if one did not understand it was equally well. Nobody asked any questions, and the consequence was that good fruit came of it. A love of poetry came through another avenue. This was the mouth of an old nurse, one of the very few people whom it has been my luck to encounter in the flesh who actually knew old ballads from oral tradition. In her case it could only be from the lips, since she died without ever having acquired the arts of reading or writing. But at her work and sometimes when she was hushing a baby to sleep, she, unconsciously to herself as one would think, was in the habit of crooning old ballads. Our present squeamish generation might perhaps object to some of them on account of a certain breadth both of language and subject. But they conveyed no evil sense to the mind of a child. Even now I can almost hear her murmuring :

"Weel may ye save an' see, bonny lass,  
An' weel may ye save an' see."—  
"An' sae wi' you, ye weel-bred knight,  
And what's your will wi' me?"—

And another of her great favourites was :

I dined wi' my true-love; mother make my bed soon,  
For I'm weary wi' hunting, and fain wald lie down.

Probably one had heard these and perhaps a dozen ballads of a similar nature from the very moment of coming into the world, and yet it is easy to remember the day and hour on which it struck me that some intelligible story was being conveyed by the old woman's monotonous hum, and from that time an interest in ballad literature was awakened that has gone on increasing ever since.

The difficulty about all this, however, is that it is impracticable. It would be of little use, for instance, to advertise for a nurse guaranteed to sing Border ballads, and if the said nurse acquired some knowledge of them for the purpose its virtue would certainly disappear in the process. There was an old schoolmaster whose constant injunction about everything was: "Search for the principle," and the principle here seems to be that those who would teach children to love literature ought first to learn to love it themselves. Such love, like a fever, is infectious. But it is not enough to like verses. A time comes when it is necessary to exercise some critical faculty in order to select and reject. The formation of a fine and sound taste is one of the most difficult tasks conceivable. Yet here, too, there ought to be a principle running through the entire treatment of children, and touching upon their physical as well as their mental culture. A somewhat whimsical friend of the writer sometimes inveighs with great bitterness against what he calls the vicious taste of the age, but he generally ends by asking with a kind of triumph in his voice how it is possible to expect anything else. He points out that we have a population clothed with machine-made garments, fed to a large extent with tinned meats and shop-eggs, surrounded and encircled with machine-made goods of every description, and his counsel of perfection is that children should from infancy be taught to reject all this. They should eat the produce of the earth as it is obtained from field and garden, they should be simply clothed with clothing woven by hand, they should be accustomed to furniture that is also man's handiwork, not machine-made. In that way, he argues, you would implant in the juvenile mind a fine sense of naturalness that would soon extend to art and literature. The next step is to go to the amusements, and his indignation is hot indeed when he comes to speak of the iniquity of taking children to see caged animals.

Though he is one of the gentlest of men I know, he would willingly consign to an early grave all the performing dogs of the music-halls, as well as the elephants, bears, seals and other zoological wonders so dear to the general rabble. But he would in every way encourage the observation of wild and tame life as it exists under natural conditions. He thinks it inevitable that the mental distortion thus encouraged should be carried into art, and rails against monstrosities in the picture-books offered to children, such as animals with men's heads, and men with animals' heads. The human figure and countenance he declares to be of such infinite variety that without distortion it will serve any purpose either of amusement or instruction. The principles underlying these objections he would bring to bear upon literature. The first demand made upon poetry is that it should be simple and natural. To say so sounds almost like a truism, but whoever will take up an anthology of children's verses will find that it is a truism systematically disregarded. As far as I know, there never yet has been published a garland of verse for children that would even at a great distance compare, for instance, with the Golden Treasury. And in many of the latest attempts to make this kind of anthology poetry has been inserted which not every grown man could understand, and which must be worse than Greek to the little ones.

There must be a good deal of truth in the objections made by my whimsical friend, since it is certain that

general taste is very far indeed from showing that advance which is being made in various other directions. The manners and general behaviour of the younger generation, for example, show a very marked improvement upon those of their elders, and it is a great pity that it cannot be accompanied by greater discernment and more fastidiousness in regard to the things of the spirit.

A.

[Next week's *Causerie* will be "The Spell of Faëry," by R. G. T. Coventry.]

## FICTION

*The Call of the Blood.* By ROBERT HICHENS. (Methuen, 6s.) It is not given to many writers to be always at their best; and the "Call of the Blood" has not the greatness of "The Garden of Allah." Nevertheless, it is a fine, moving story, worked out with all the care, the excessive care, that Mr. Hichens always spends on his tales. The scene is Sicily, and the spirit of Sicily is in every page. The blood is Sicilian blood—a drop or two in the veins of a young Englishman; and the drop or two is enough to call him away from his duty to his newly married wife, away from his English ways of thought and actions—to make a Pagan of him, and leave him to be touched after all by the post-Pagan remorse for broken faith and ruined honour—his own and a woman's. It is a full-blooded, stirring story—a work which, if Mr. Hichens had not written "The Garden of Allah," we might hail as the greatest novel of passion of the century.

*The Pillar of Cloud.* By FRANCIS GRIBBLE. (Chapman & Hall, 6s.)

MR. RICHARD WHITEING, "Dolf Wyllarde," and others have lately told us in works of fiction the stories of gentlewomen who have to work for their living: Mr. Francis Gribble goes more unflinchingly than any into the same question. Given a temperament that longs for love, for joy, even for comfort and ease, in a girl who has to face a life of drudgery and poverty; and given the offer of escape, though it be through the door of dishonour; if the temperament is strong enough, it will take the opportunity. Thereafter the path is inevitably downward; and we follow Bella L'Estrange on her downward path until late-waken shame arrests her almost at the last moment and she returns to face drudgery and poverty once more. That is the story Mr. Gribble has to tell; no polite romance for the drawing-room, but a tale of hard truths and bitter facts; a tale for grown men and women who realise how beauty can be made even of the seamy side of life.

*In the Days of the Comet.* By H. G. WELLS. (Macmillan, 6s.)

IN this new book Mr. Wells shows himself again something more than the scientific romancer. As in "The Food of the Gods" and other books, his real object is to express the enthusiasm for humanity, the ardent belief in its potentialities for strength, beauty and sense, the fierce impatience with the insincerity, injustice and stupidity of the present order of things, which are his genuine passions. His book falls into two parts: the first tells what happened before the comet struck the earth and changed our atmosphere; the other what happened after that event, and the contrast is great. There is an end of the needless suffering born of ignorance and folly, an end of class jealousies and injustice, an end of war. Mankind is reformed, from its clothes to its character; and if the beautiful dream is not altogether convincing—if, for instance, we, on this side of the comet, cannot yet understand how our fortunate successors are going to manage their free-love-affairs—that does nothing to mar the beauty and sanity of an earnest and exceedingly interesting book.

*Benita. An African Romance.* By H. RIDER HAGGARD. (Cassell, 6s.)

THE Rider Haggard of "Jess" and "Dawn" is a very able novelist; the Rider Haggard of "Rural England" and "The Farmer's Year" is a writer of standing and social importance; the Rider Haggard the world has a tenderness for is the author of "King Solomon's Mines" and "She." That is the Rider Haggard of "Benita," a delightful, *naïve* story of a ruined Phœnician city and fortress, the degenerate remnants of a once great race, treasure buried by Portuguese centuries ago below a temple, while they starved to death within a few feet of their useless wealth, European adventurers who come to seek that wealth, and find it after sufferings many and strange, a girl in whom dwells the spirit of her long dead namesake, romance, mystery, adventure. Here is the old touch, the old fascination; and the tale—a constant stream of excitement—ends as such tales should end, happily.

## MUSIC

### SCHOOL SONGS

"ENGLISH FOLK-SONGS FOR SCHOOLS" is one out of very many volumes attempting to deal with the vexed question of what songs shall be taught to school children and how they shall be taught. The Rev. S. Baring Gould and Mr. Cecil Sharp, the editors, make their answer to the question sufficiently clear. It is: English tunes only, and of them such as are not only by English composers, but are unaffected by foreign influence. Such a stipulation practically eliminates all modern music, and for greater security the editors fall back upon traditional folk-songs, and have issued a school selection from their own collections of these under the above title. Whether their answer is to be accepted or not, there is probably no one who will not agree that the beautiful melodies of English folk-song should find an important place in the musical curriculum of our schools, and that it would be a benefit to make them supplant the rubbish which is turned out in quantities and accepted by school teachers ignorant of the first principles of beautiful melody, who accept these things because they have a strong rhythm or an occasional sugary harmony in the accompaniment, or most of all because they are printed in tonic solfa notation, and only cost a penny. The Editors have the weighty utterance of the Board of Education on their side as well as the opinion of all the well-informed musical people who take an unpractical interest in school music, but since the ultimate choice of songs still rests with the teachers they would have been wise to consider more some small practical points which influence, at any rate, elementary school teachers in their choice. This book costs half a crown, and is printed only in staff notation. The accompaniments as a rule are not attractive, and in no way embellish the melody except by supporting it with a few bare chords. In nine cases out of every ten three or four bars of characterless music, vaguely suggesting the first line of the tune and ending with a pause mark, thereby entirely suspending the rhythm which has been set, precede the song itself. This is bad. It connects with the old free-rhythmed melodies the conventions which belong to the third-rate type of song, against which the editors are protesting so manfully, and it is not to be wondered at, if in some cases the school teacher, whose musical judgment it must be remembered is very unformed, fails to see the difference between the good and bad tunes when similarly surrounded. More than this, we have wandered so far away from our own folk-song, and the ears of even the most unsophisticated country child are now so thoroughly attuned to the commonplace tonic and dominant of harmonised music, as well as the plain rhythms of three or four in a bar, that it requires some coaxing to make our ears enjoy the beauty of tunes which originally had no reference to any such harmony or rhythm. In reducing them to modern notation

and giving them an accompaniment, some sort of compromise with conventional rhythms and harmonies had to be made, of course, but it is difficult to believe that the accompaniments could not have been made to minister to the original rhythm and tonality of the tune to some extent, without involving a more elaborate technique. In some cases it is necessary to take the tune out of its stiff surroundings to discover any distinctive beauty in it at all. "The Merry Hay-makers," No. 26, is such a one. It is not one of the best of tunes, but its third line redeems it and gives it point; yet as it appears here it might easily be passed over as a dull song. On the other hand, "Strawberry Fair," which comes next to it, has in a very simple way that touch of art in the setting, which would at once commend it to both children and teachers.

Apart from these faults in the manner of presenting their work, the editors' selection and arrangement calls for little comment other than praise. The classification under the headings: "Ballads," "Songs," and "Infant's Songs," is a good one, and in each set most delightful specimens are included. "Lord Randal," "The Two Magicians," "The Golden Vanity," "Henry Martin," are some of the best known of the first section. The words are the most interesting part of many of these. The editors have not been afraid to print twelve, fourteen or sixteen verses where the original authors took as many to tell their tale, though they tell us that they have been "constrained to curtail them to some extent," and the words have needed editing in one or two other ways. Of the songs "The Seed of Love," "Dabbling in the Dew," "The Fox," "Let Bucks a-hunting go," and several others, are pretty well known in one form or another, but there are a good many which will certainly be new to the majority of children, and are no less delightful both in words and music than these. So with the nursery rhymes, there is a happy mixture of those which most children know, with those that few do, though some who have been nurtured on the new-fangled forms of "Simple Simon" and the one beginning "My father died and I cannot tell how" may resent as innovations the older forms here given.

There are one or two instances where an inferior form of a tune has been chosen. "Henry Martin" is a case in point. In Mr. Sharp's "Folk-songs from Somerset," second series, he gives a far more vigorous, though rather more elaborate tune than the one here used, and the children would certainly enjoy singing it more than this one. The same may be said of "Dabbling in the Dew." Of the many forms in which this song is known, the one here given is certainly among the less happy.

These are little exceptions in a very well selected book, the general merit of which makes us notice the faults. It may fail as a book for class singing in elementary schools, while as a collection of folk-songs it is admirable. If we close the book unconvinced that English folk-song is the one and only type of song to be taught in our schools, it is partly because this book is not quite well enough compiled to be "the very thing." There have been a good many admirable books of children's songs, national songs and others, but there is a real need for something which shall be better than any of them. A book is wanted which shall be not only, like this one, the result of a refined taste in words and tunes, but arranged with the practical knowledge of one who has taught children. Such a book would appeal to unmusical teachers of music (of which there are a great many both in elementary and secondary schools) because of its practical utility, just as does the bad music which has these qualities. Well chosen and set, these simple expressions of healthy country life must be able again to make their way into the hearts of the children, whether town or country bred; and, besides raising the level of taste in poetry and music, how far their influence might go to restore something of the lost natural beauty of life it is possible to hope rather than to calculate.

H. C. C.

## FORTHCOMING BOOKS

MR. FRANCIS GRIFFITHS has almost ready for publication a volume by Mr. W. S. Williams on "Newman, Pascal, Loisy and the Catholic Church." The purpose of the book is to give, in outline, the philosophic basis of the Liberal Catholic Movement. It attempts to show that Liberal Catholicism is founded on the best traditions of Catholic thought, and that, in the Catholic Church, those writers who have the widest influence and the most enduring reputation were as Liberal as they were Catholic, and found in an authoritative religion a reason the more for freedom in religious thinking, and in this freedom a reason the more for authority in religion.

Mr. S. C. Kaines Smith, M.A., has just completed a book entitled "The Elements of Greek Worship," which will be published by Mr. Francis Griffiths in a few days. The object of the book is to present in a small compass the spirit of the ancient Greek religion, in a form which may be acceptable to those who, while wishing to obtain some insight into ancient Greek culture, have neither the time nor the means for an exhaustive study of the subject.

Messrs. Black have in the press "The Education of an Artist," by Mr. C. Lewis Hind. The book tells how Claude Williamson Shaw, casting about for a way to express his temperament, decided upon painting; studied art in Cornwall and the Paris studios, and travelled all over the Continent studying the pictures of the world in pursuit of his art education. The volume is profusely illustrated by photographs of the pictures and sculptures that stirred, stimulated, pleased, or annoyed him in the different cities he visited.

Mr. John Lane will publish, on September 18, a book entitled "Memoirs of the Count de Cartrie," described as "a record of the extraordinary events in the life of a French Royalist during the war in La Vendée, and of his flight to Southampton, where he followed the humble occupation of gardener." These memoirs are printed from a contemporary manuscript English translation which only came to light last year. An Introduction is furnished by Frederic Masson. Three other works will be issued by the same publisher on the same date: "From Fox's Earth to Mountain Tarn: Days among the Wild Animals of Scotland," by J. H. Crawford; an édition-de-luxe of Oscar Wilde's "Salome," containing Beardsley's illustrations and an introduction by Robert Ross; and "Ledgers and Literature: Being the Recreations of a Book-keeper," by George Knollys. Mr. Crawford's book deals, of course, with the natural history of Scotland. It is illustrated with a carefully selected series of photographs from life.

A book by Commander J. W. Gambier, R.N., entitled "Links in My Life on Land and Sea" will be published by Mr. Unwin on September 17. Captain Gambier made his mark as a writer when *Times* correspondent in the Russo-Turkish War, and has subsequently contributed articles to the *Fortnightly* and *Nineteenth Century*. His book pictures the old Navy, as it was in early Victorian days, practically as Nelson left it, with the scent of tar and the rattle of sails and cordage, instead of the thump of the screw and the smell of oil of the modern fleet; and he describes incidents in the Crimean, Baltic and New Zealand wars, and fights with savages in the Pacific Islands.

Mr. James Bryce and Mr. Herbert Paul are contributing introductions essays to the "Literary and Critical Essays of Sir Leslie Stephen," which Messrs. Smith, Elder are preparing to publish in ten volumes.

## FORTHCOMING EDUCATIONAL BOOKS

CAMBRIDGE UNIVERSITY PRESS.—*The Cambridge School History of England*. By Arthur D. Innes; *The Teaching of Modern Languages and the Training of Teachers*. By Karl Breul. Third edition. Revised and enlarged. *Student's Handbook to the University and Colleges of Cambridge*. Corrected to June 30, 1906. 3s. net; *Trigonometry for Beginners*. By J. W.

Mercer. Cambridge Tracts on Mathematics and Mathematical Physics, General Editors : J. G. Leathem, and E. T. Whittaker, No. 3, *Quadratic Forms and their Classification by means of Invariant Factors*. By T. I'A. Bromwich. The Cambridge Physical Series: *Conduction of Electricity through Gases*. By J. J. Thomson. New edition. *A Treatise on the Theory of Alternating Currents*. By A. Russell. Vol. ii. Pitt Press Series: Goldsmith: *The Traveller and The Deserted Village*. Edited with Introduction and Notes, by William Murison; Scott: *The Talisman*. Edited by A. S. Gaye; Corneille: *Le Cid*. Edited by H. W. Eve. Contributions to the History of Education in Mediaeval and Modern Europe: General Editor, Professor W. H. Woodward; *Education in the Age of the Renaissance, 1400-1600*. By Professor W. H. Woodward.

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MESSRS. DENT announce their new series of Mathematical and Scientific Text Books for Schools, edited by W. J. Greenstreet: *A First Statics*. By C. S. Jackson and R. M. Milne, with upwards of 200 diagrams and numerous examples (4s. net); *Trigonometry*. By Cecil Hawkins, M.A. Dent's Modern Language Series: A new and revised edition of *Hints on Teaching French*, with a running commentary to Dent's First New French Book and Second French Book. By Walter Rippmann (1s. 6d. net). Rippmann's *Picture Vocabulary: French*, Second Series; *German*, Second Series (per vol. 1s. net).

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## CORRESPONDENCE

### SIMPLIFIED SPELLING

To the Editor of THE ACADEMY

SIR.—There is an amusing paper in *The World* (No. 101 of date December 5, 1754), contributed by Lord Chesterfield, in which he is very humorous over the "orthography of our language, which is at present," he writes, "very various and unsettled. We have at present two very different orthographies, the pedantic and the polite; the one founded upon certain dry, crabbed rules of etymology and grammar, the other, singly upon the justness and delicacy of the ear." The latter he calls "auricular orthography." "I have really known very fatal consequences attend that loose and uncertain practice; of which I shall produce two instances as a sufficient warning."

He proceeds to give the following couple of stories which present the matter now agitating a good many minds in a light I have not seen it anywhere considered in.

"A very fine gentleman wrote a very harmless innocent letter to a very fine lady, giving her an account of some very trifling Commissions which he had executed according to her orders. This letter, though directed to the lady, was, by the mistake of a servant, delivered to, and opened by the husband; who finding all his attempts to understand it unsuccessful, took it for granted that it was a concerted cipher, under which a Criminal Correspondence, not much to his own honour and advantage, was secretly carried on. With the letter in his hand, and rage in his heart, he went immediately to his wife, and reproached her in the most injurious terms with her supposed infidelity. The lady conscious of her own innocence, calmly requested to see the grounds of so unjust an accusation; and, being accustomed to the auricular orthography, made shift to read to her incensed husband the most inoffensive letter that ever was written."

(Perhaps some modern dramatist may see the materials here for a short "Curtain-raiser," which would have the merit anyhow of being "topical.")

Lord Chesterfield's other story runs thus: "The other accident had much worse consequences. Matters were happily brought between a fine gentleman and a fine lady, to the decisive period of an appointment at a third place. The place where is always the lover's business, the time when the lady's. Accordingly an impatient and rapturous letter from the lover signified to the lady the house and street where; to which a tender answer from the lady assented, and appointed the time when. But unfortunately, from the uncertainty of the lover's auricular orthography, the lady mistook both house and street, was conveyed in a hackney chair to a wrong one, and in the hurry and agitation which ladies are sometimes in upon those occasions, rushed into a house where she happened to be known, and her intentions consequently discovered. In the meantime the lover passed three or four hours at the right place, in the alternate agonies of impatient and disappointed love, tender fear, and anxious jealousy.

"Such examples really make one tremble; and will, I am convinced, determine my fair fellow-subjects and their adherents, to adopt, and scrupulously conform to, Mr. Johnson's rules of true orthography by book."

So, here is evidence that phonetic spelling was over one hundred and fifty years ago followed by *force majeure* by fashionable but illiterate men and women, who couldn't help themselves. Now we have educated ones pleading for it, which is strange, to say the least. There were a sort of ancestors of theirs in Shakespeare's time; for does not Holofernes in *Love's Labour's Lost* twit all those of Don Adriano de Armado's fashion of speech: "I abhor such fanatical fantasms, such insociable and point-devise companions; such rackers of orthography as to speak *dout*, fine, when he should say *doubt*; *det*, when he should pronounce *debt*, *d*, *e*, *b*, *t*; not *d*, *e*, *t*; he clepeth a calf, *cauf*; half, *hauf*; neighbour vocatur *nebour*; neigh, abbreviated *ne*; this is abominable (which he would call abominable); it insinuateth me of insanity."

Some suppose that Armado is meant for Lylly. Anyhow it is the

euphuists whom Holofernes has in mind, so that our modern form of pronunciation was that of the courtiers of Shakespeare's days who were all admirers of "Euphues and his England," and as we have got along so well for so long a time without bothering ourselves about phonetic spelling I for one hope that its enthusiastic advocates will have all their work to do for nothing—that their ardour will be in theirs a case of Love's labour lost.

R. S. Y.

*To the Editor of THE ACADEMY*

SIR.—Away with the machine-made language with which fanatical phoneticians would afflict us! Away with it, or farewell to all possibility of expressing noble thoughts in noble words.

It would place the F + e on a plane with the Biglow Papers, and lower Shakespeare to the level of Artemus Ward. Who dares try to imagine the solemn philosophy of Job embodied in this buffoonery of orthography? It would read like the illiterate work of a servant-girl.

Language was born, not made; it grows, and is not built. Its present orthography is a living thing: that which phonetic folly would substitute is a soulless automaton—not half so lovable in its way as the monster created by Frankenstein.

J. B. WALLIS.

Sept. 8.

*To the Editor of THE ACADEMY*

SIR.—Dr. Wm. Hand Browne of Johns Hopkins University strongly protests against the President's Spelling-Edict. Hence:

## BOOKMEN.

Of books tho' Dr. Brown may know  
Whate'er a mortal can,  
Yet Roosevelt the world can show  
He is a Booker Man.

JOHN B. TABB.

August 27.

## AGAINST CERTAIN OF OUR POETS

*To the Editor of THE ACADEMY*

SIR.—I read in the ACADEMY of August 8 an article by Miss Jane Barlow under the heading "Against Certain of our Poets." While heartily endorsing the feeling indicated, I should like to show reason why the analyses are by no means deep and thorough enough. That there is cause for the first feelings of resentment in the case of all writers who write in the spirit of rebuke and complaint, even in the case of such a writer as Marie Corelli, whose entire basis depends upon reproach and clamour, is true enough; but what is lacking is that it does not go deep and thorough enough. It is a common human trait that it is easy to gain partisans to cry down and to hate others. Thus, to gain the feeling of English people against Germans, or poor against rich is easy enough; but to get people to calmly examine and see that, word for word, Germans are as just and as worthy as English, and quite as helpless, and in no way different from an independent standpoint, as for instance in the case of a Divine Just Judge; and the same argument in respect to rich and poor; is very difficult. In short, thoroughness is the thing that is nowhere in evidence. I have no objection to making a scapegoat of Wordsworth, nor would he himself, I believe, object but it is not to be done by taking off the wheels of his vehicles of speech. It is plain that Wordsworth sought to stand as a champion of the idea that first-place beauties, simple nature as it first affects the conscious individual, are what is the really true and beautiful and worthful. Thus in "We Are Seven," he would seek to show that in the pure, unsophisticated mind the idea of continuity, the idea of the unbreakable stability of what the pure mind has decided is "a whole," and without the whole of which it can have no idea of happiness, will never be yielded up. In all "first hopes," the idea is that all happiness and joy must be shared equally by all those we love, and none must be excluded. In the visible, practical life, this is always broken and more and more broken. But Wordsworth means that the idea, the hope, or thought of no satisfaction without it, is never abandoned. Thus Keats has his "A thing of beauty is a joy for ever." And Shelley, in his "Beautiful garden and beautiful lady" argues that the beautiful garden and the beautiful lady have not altered or gone; they are the same, but we have lost sight of them for a time. Plato does the same thing in an infinitely higher manner. Thus the whole secret of the Plato-Socratic attitude, and the vitality of the arguments (it is all attitude) is that he will not yield a jot of the idea of original beauty and worth. Thus he cannot have a beautiful person or thing that is, at the same time, wicked: he cannot have a brave person, who is other than good; he cannot have a holiness that does not contain all that is beauty; he cannot have a virtue that is barterable. His power is that he avoids all summaries and stands resolute that all order and beauty shall be preserved. He will not let any of it go. Few persons understand him because they look for *summaries* instead of attitude. The difference between Wordsworth and Plato is that Plato honours first the soul as understood in the idea of honour, bravery, justice, intelligence and perfect utterance, administrative modesty; whereas Wordsworth honours first things visible to the eye and ear; and the freedom of retirement and solitude; against Plato's freedom in action and advance.

Mere symbols of language never need be separated from the spirit of the writing. Thus in "Little Nell," death and the grave should not be examined at all in connection with the "mystery of death." Only

the worth of the intensity of the pathos, or the opportunity for fixing a figure of beauty should be examined. Thus:

With tottering steps he had wandered there,  
Where lay the lovely child . . .  
Hush, hush, he cried, she only sleeps,  
She'll wake again to-morrow;

"Lovely child," "Where lay the lovely child," becomes beautifully set. The words "Lovely child" are made to live vividly. Death not here at all; its subject is not touched; only the power of t sentiment surrounding it is used.

J. M. A.

Sept. 3.

## "LIKE" AS A CONJUNCTION

*To the Editor of THE ACADEMY*

SIR.—Before you close the discussion on "Like" (conj.), may I say I have, in accordance with Dr. Furnivall's assurance that "like" (conj.) is found in *Pericles* and in *Shelley*, read all the former and much of the latter, without finding this "like." *Pericles*, however, has a rather strange ellipse after "like":

"Thou speak'st like him's untutor'd to repeat" (I. iv.), cf. :  
"Tuppence for them's learns manners."

H. H. JOHNSON.

Sept. 8.

## THE CATHOLIC APOSTOLIC CHURCH

*To the Editor of THE ACADEMY*

SIR.—It is a matter which causes me great regret to see in your paper this week that Edward Irving is reported as founder of the Catholic Apostolic Church. The Catholic Apostolic Church was founded many years before Irving's time as all Churchmen know. If not, the Nicene Creed is only seventy years old.

ERIC F. SMITH (E.F.S.)

Sept. 6.

[The sect generally known as Irvingites designate themselves as the Catholic Apostolic Church, and, as they disclaim the name of Irvingites, we courteously used their own nomenclature.—ED.]

## SIR WALTER SCOTT'S LAMENESS

*To the Editor of THE ACADEMY*

SIR.—"They remember Scott in his later days . . . and an infirmity in one of his legs" (ACADEMY, p. 220).

Have you not the fear before your eyes of Mr. Andrew Lang? He swoops down on any, even the slightest, inaccuracy (so-called) regarding the Queen of Scots or Scott. The latter was presumably born "pied-bot," as was Byron undoubtedly; and this calamity was certainly common to the two in 1827, when were published the two volumes of "Les poëtes anglais vivans" (Paris: Baudry, 1827). Here the notes prefatory to Scott's poetry refer to the coincidence of the two foot-maimed poets. Thus Scott was not pied-bot only in old age, like the scriptural king of valour and prowess; "howbeit, when he was old, he was diseased in his feet."

H. H. JOHNSON.

Sept. 9.

[Scott was not born lame, but became so in infancy. His lameness seems to have been very apparent in old age, as all who remember him can testify.—ED.]

## TITLES WHICH DO NOT DISTINGUISH

*To the Editor of the ACADEMY*

SIR.—The communication of F. Mayhew (September 1) is a striking justification for a practice which I hav now sumtime adopted of addressing persons and firms without any complimentary title. Who is the gainer from the use of such terms as—more especially—Mr., Mrs., Miss, Messrs. or even as Professor, Dr.?

Can we, by Dr'ing and Sir'ing ad one cubit to our intellectual stature?

T. TALBOT LODGE.

## BOOKS RECEIVED

## ARCHÆOLOGY AND ART.

Lutz, Jules. *Les Verrières de l'ancienne église Saint-Etienne à Mulhouse*. Avec 6 planches en phototypie. Supplément au Bulletin du Musée historique de Mulhouse, tome xxix. 10 $\frac{1}{2}$  x 6 $\frac{1}{2}$ . Pp. 127. Leipzig: Carl Beck, M. 3.

[The old church at Mulhouse or Mülhausen, in Alsace, was pulled down in 1858 and the famous glass-paintings—some of which date from the fourteenth century—have been put up in the new (reformed) church. M. Lutz describes them, then gives an account of the sources from which the designers took their subjects, the *Biblia Pauperum* and the *Speculum humanae salvationis*; then gives the history of the windows, and attempts, with the aid of former descriptions, to reconstitute the whole series as it was. The illustrations are full of quaint beauty and interest.]

Meehan, J. F. *Holting House*, now used as the Abbey Church House: being some account of its ancient history and modern uses. With Notes by the Rector, the Rev. Prebendary S. A. Boyd. Illustrated. 8 $\frac{1}{2}$  x 5 $\frac{1}{2}$ . Pp. 32. Bath: Meehan, 6d.

[Hölting House, Bath, is a composite Tudor-Elizabethan-Jacobean building of some beauty, standing on early Norman foundations. It has memories of the Hungerfords, the Lexingtons, Pope, George III.'s daughter Mary and others, and a history closely connected with that of the city. It is now used as a Church House for the Abbey, and Mr. Meehan's well-illustrated pamphlet is published partly with the object of raising funds for the continuance of the parochial and social work carried on there.]

## BIOGRAPHY AND MEMOIRS.

Harrison, James A. *George Washington. Patriot, Soldier, Statesman, First President of the United States.*  $7\frac{1}{2} \times 5\frac{1}{2}$ . Pp. xxiv, 481. Putnam, 5s. [Professor Harrison's book is the latest addition to the excellent series of Heroes of the Nations. It is illustrated with 32 plates, has an appendix on the pedigree of the Washingtons, tracing it from Lancashire *temp. Henry VI.*, and an Index.]

*Die Schweizerische Amazone. Abenteuer, Reisen und Kriegszüge der Frau Oberst Regula Engel von Langwies.* Von ihr selbst beschrieben : Herausgegeben von Frits Bär. Dritte Auflage.  $7\frac{1}{2} \times 5$ . Pp. 164. Leipzig : Carl Beck, M. 1. 60 and M. 2. 40.

[Frau Engel was a remarkable woman, born at Langwies in Grisons in 1761. She followed Napoleon's campaigns in Italy, Egypt, the Netherlands, Spain, Prussia, etc., and lost her husband and two sons and was herself severely wounded at Waterloo. She formed part of the guard of honour sent by Napoleon to escort Marie Louise from Vienna to Paris. She was also the mother of twenty-one children. Her record here published was composed by herself from memory.]

## DRAMA.

Browne, Maurice. *Job: A Dramatic Poem.* Part I.  $9\frac{1}{2} \times 7\frac{1}{2}$ . Pp. 18. Not for sale.

[Mr. Browne, not unknown as a poet, has taken up—in no spirit of emulation—a task which Shelley once hoped to carry out. We shall have more to say of his poem later. The Part before us contains the Prologue in Heaven.]

## FICTION.

Wells, H. G. *In the Days of the Comet.*  $8 \times 5\frac{1}{2}$ . Pp. 305. Macmillan, 6s. [See p. 266.]

Cholmondeley, Mary. *Prisoners (fast bound in misery and iron).*  $7\frac{1}{2} \times 5$ . Pp. 342. Hutchinson, 6s. [See p. 244.]

Haggard, H. Ridder. *Benita: an African Romance.* With 16 illustrations by Gordon Browne.  $8 \times 5\frac{1}{2}$ . Pp. 344. Cassell, 6s. [See p. 266.]

Bacheller, Irving. *Silas Strong.*  $7\frac{1}{2} \times 5$ . Pp. 339. Unwin, 6s.

Penny, F. E. *The Tea Planter.*  $7\frac{1}{2} \times 5$ . Pp. 374. Chatto & Windus, 6s.

Gribble, Francis. *The Pillar of Cloud.*  $7\frac{1}{2} \times 5$ . Pp. 365. Chapman & Hall, 6s. [See p. 266.]

Boyd, Mary Stuart. *Backwaters: A Mystery.*  $7\frac{1}{2} \times 5$ . Pp. 312. Chapman & Hall, 6s.

Whitby, Beatrice. *The Whirligig of Time.*  $8 \times 5$ . Pp. 335. Hurst & Blackett, 6s.

Drummond, Hamilton. *The Cuckoo.*  $7\frac{1}{2} \times 5$ . Pp. 303. White, 6s.

Bloundelle-Burton, John. *Knightwood's Flower: A Romance.*  $8 \times 5\frac{1}{2}$ . Pp. 334. Hurst & Blackett, 6s.

Vance, Louis J. *The Private War: Being the truth about Gordon Traill, his personal statement.* With four illustrations by George W. Lambert.  $7\frac{1}{2} \times 5\frac{1}{2}$ . Pp. 369. E. Grant Richards, 6s.

Noble, Edward. *Fisherman's Gal. A story of the Thames Estuary.*  $7\frac{1}{2} \times 5\frac{1}{2}$ . Pp. 355. Blackwood, 6s.

[Illustrated from wash-drawings by the author.]

McAulay, Allan. *The Safety of the Honours.*  $7\frac{1}{2} \times 5\frac{1}{2}$ . Pp. x, 351. Blackwood, 6s.

[A historical novel of the "Honours of Scotland," founded partly on a private manuscript in the possession of Sir Patrick Keith Murray of Ochtertyre.]

Williamson, C. N. and A. M. *The Car of Destiny, and its Errand in Spain.* With 17 illustrations.  $7\frac{1}{2} \times 5$ . Pp. 450. Methuen, 6s.

## HISTORY.

*Rôles Gascons, transcrits et publiés par Charles Bémont.* Tome III., 1290-1307.  $11 \times 8\frac{1}{2}$ . Pp. cc, 792. Paris : Imprimerie Nationale n.p.

[This is another volume in the first series (Political History) of the magnificent Collection de Documents Inédits en l'histoire de France published under the direction of the Minister of Public Instruction. M. Bémont's introduction occupies 200 pages, and the remainder of the volume consists of transcriptions of Gascon Rolls, with notes, and index to vols. ii. and iii.]

Leyds, W. J. *The First Annexation of the Transvaal.*  $9 \times 6$ . Pp. xxii, 378. Unwin, 6s. net.

[The annexation of 1877, with a sketch of the early relations of the Boers with the British Government. Another volume, in continuation of this, is, Dr. Leyds states, in course of completion.]

Wyndham, Henry Saxe. *The Annals of Covent Garden Theatre from 1730 to 1807.* With 45 illustrations. In two volumes.  $9 \times 6$ . Pp. xvi, 383, 368. Chatto & Windus, 6s. net.

[A handsome illustrated volume, which makes no claim to give new matter, but collects existing knowledge. We shall return to it later.]

## LITERATURE.

Cawein, Madison. *Nature-Notes and Impressions in prose and verse.*  $7\frac{1}{2} \times 5$ . Pp. 312. New York : Dutton, \$1.50 net.

[Mr. Cawein is a man of letters of strong individuality. The present volume is composed mainly of a series of short notes on nature made during many years, with some poems and a strange little story at the end. Striking imagination and vivid use of words are its characteristics.]

Grierson, Herbert J. C. *The First Half of the Seventeenth Century. Periods of English Literature Series.*  $7\frac{1}{2} \times 5\frac{1}{2}$ . Pp. xiv, 386. Blackwood, 5s. net.

Abrahams, Israel. *A Short History of Jewish Literature from the Fall of the Temple (70 C.E.) to the Era of Emancipation (1780 C.E.).*  $7\frac{1}{2} \times 5\frac{1}{2}$ . Pp. 176. Unwin, 2s. 6d. net.

[See the ACADEMY of September 8, p. 234. A bibliography is appended to each chapter, and there is a full index. Mr. Abrahams has in preparation a larger work which will deal with the whole of the literary history of the Jews.]

Vincent, Leon H. *American Literary Masters.*  $7\frac{1}{2} \times 5\frac{1}{2}$ . Pp. xiv, 518. Constable, 3s. 6d. net.

[Mr. Vincent's studies start at 1809, the date of the publication of Washington Irving's "Knickerbocker's History," and include no one who had not published a notable book before 1860. His names are Irving, Bryant, Fenimore Cooper, Bancroft, Prescott, Emerson, Poe, Longfellow, Whittier, Hawthorne, Thoreau, Holmes, Motley, Parkman, Bayard Taylor, G. W. Curtis, Donald Grant Mitchell, Lowell, and Whitman. Index.]

## MISCELLANEOUS.

Junk, Wilhelm. *Internationales Adressbuch der Antiquar-Buchhändler (International Directory of Second-hand Booksellers).*  $9\frac{1}{2} \times 6\frac{1}{2}$ . Pp. 81. Berlin : Junk, n.p.

[Compiled by a famous German bookseller and publisher. Contains a notice of Mr. Bernard Quaritch, a directory of all the second-hand book-sellers in the world, an index of specialities and an index of names.]

Sadi's *Scroll of Wisdom.* With an introduction by Arthur N. Wollaston. *Wisdom of the East Series.*  $6\frac{1}{2} \times 5$ . Pp. 63. Murray, 1s. net.

[The works by which Shaikh Sadi—"the nightingale of a thousand songs"—is best known are, says Mr. Wollaston in his preface, "the Bustan," the "Gulistan," possibly the most widely read book in Persian literature, and the "Parid Namah," or "Scroll of Wisdom." No translation of "The Scroll of Wisdom" has been published in this country during the last hundred years, though some twenty years ago an Indian scholar rendered it into English. This, as well as Gladwin's text—is out of print.]

Maeterlinck, Maurice. *My Dog.* Translated by A. Teixeira de Mattos. Illustrated by G. Vernon Stokes.  $7\frac{1}{2} \times 5\frac{1}{2}$ . Pp. 60. Alien, 3s. 6d. net.

[In memory of Pelléas, M. Maeterlinck's bull-dog, who died at the age of six months : an essay on the dog in general—man's only friend in the animal creation—and Pelléas in particular. Six illustrations in colour.]

## POETRY.

Cawein, Madison, J. *The Vale of Tempe: Poems.*  $7\frac{1}{2} \times 5\frac{1}{2}$ . Pp. 274. New York : Dutton, \$1.50 net.

[This volume of poems should help to make Mr. Cawein's great ability, as well as his wilfulness, better known to English readers.]

Dabbs, George H. R. *Charlotte Corday in Prison.*  $5\frac{1}{2} \times 4\frac{1}{2}$ . Deacon, 2s. 6d.

[A poem in six-line stanzas, giving Charlotte Corday's musings just before her trial, and then before her execution. It is full of high thought and of no small poetic accomplishment.]

Dodds, James. *Primitiae. Miscellaneous Poems.*  $7\frac{1}{2} \times 4\frac{1}{2}$ . Pp. x, 73. Walter Scott, 1s. net.

[Poems in blank verse, the sonnet (Shakespearian) and other forms, which show refined and tender thought and religious feeling. But Mr. Dodds's mastery of words and metres is not yet complete, and he is apt to give way to false rhymes.]

Alston, John. *Odds and Ends in Rhyme, Old and New.*  $7\frac{1}{2} \times 5$ . Pp. 123. Peebles : Anderson, 3s.

[Straightforward, often eloquent and sometimes musical poems, many of them in the Scots dialect and of local interest.]

## REPRINTS AND NEW EDITIONS.

Purchas, Samuel, B. D. *Hakluytus Posthumus, or Purchas His Pilgrimes: Containing a History of the World in Sea Voyages and Land Travels by Englishmen and Others.* In twenty volumes. Vols. xv. and xvi.  $9\frac{1}{2} \times 6$ . Pp. 568 and 579. Glasgow : Mac Lehose, 12s. 6d. net per vol.

Everyman's Library. Edited by Ernest Rhys. Biography. *The Journal of the Rev. John Wesley, A. M.* Introduction by F. W. Macdonald. Four vols. Pp. xiii, 576; 508; 516; 598. Children's Books. *The Girlhood of Shakespeare's Heroines,* by Mary Cowden Clarke. Three vols. Pp. xii, 432; 416; 468. Classical. *The Dramas of Sophocles in English Verse,* by Sir George Young, Bart. Pp. xix, 396. Essays. *Reynold's Discourses,* by L. March-Phillipps. Pp. xvi, 264. *Rab and His Friends,* and other papers and essays by John Browne. Pp. 390. Fiction. *Redgauntlet,* by Sir Walter Scott, Bart. Pp. xi, 458. Oratory. *Orations on the French War,* by William Pitt. Pp. xii, 433. Poetry. *Legends and Lyrics and other Poems,* by Adelaide Anne Procter. Pp. xii, 332. Science. *The Old Red Sandstone,* or new walks in an old field, by Hugh Miller. Pp. 363. Theology and Philosophy. *The Religio Medici,* and other writings of Sir Thomas Browne. Introduction by Professor C. H. Herford. Pp. xvii, 296. Travel and Topography. *Gatherings from Spain,* by Richard Ford. Introduction by Thomas Okey. Pp. xvi, 370. Each volume  $7\frac{1}{2} \times 4\frac{1}{2}$ . 1s. net cloth, 2s. net leather. Dent.

[A selection from a further instalment of this library, which now numbers 150 volumes. Its features are too well known to need repetition. The various series are distinguished by bindings of various colours ; but we think the effort to make all the volumes as nearly as possible of equal thickness by the use of different paper is unnecessary. It is often easy to recognise a book on a shelf by its thickness, and that would be especially the case in large series.]

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